

# Curriculum Development and Supplemental Materials Commission

*An Advisory Body to the California State Board of Education*

MINUTES OF MEETING: July 20-21, 2000

California Department of Education  
721 Capitol Mall, State Board Room 166  
Sacramento, California 95814

## 1. Full Curriculum Commission Meeting, Thursday, July 20, 2000

### Curriculum Commissioners--Present:

Marilyn Astore, Chair  
Roy Anthony  
Rakesh Bhandari  
Ken Dotson  
Janet Philiposian  
Barbara Smith  
Karen Yamamoto

Patrice Abarca, Vice Chair  
Catherine Banker  
Mary Coronado Calvario  
Veronica Norris  
Leslie Schwarze  
Susan Stickel

### Commissioners--Absent:

Viken Hovsepian \*  
Dede Alpert, Member of the Senate

Richard Schwartz \*  
Jack Scott, Member of the Assembly

### State Board of Education Liaisons (absent)

Nancy Ichinaga

Marion Joseph

### California Department of Education Staff Present to Support Commission:

Sonia Hernandez, Deputy Superintendent for Curriculum and Instructional Leadership  
Sherry Skelly Griffith, Executive Secretary for the Curriculum Commission and CFIR Director  
Suzanne Rios, Admin. I, Instructional Resources Unit, Curriculum Frameworks and Instructional Resources Div.  
Sandi Adams-Jones, Staff Service Manager I  
Judith Brown, Consultant, CFIR  
Rona Gordon, Consultant, CFIR  
Beverly Thomas, Office Technician, CFIR  
Terri Yan, Exec. Secretary to the Director of Curriculum Frameworks and Instructional Resources Div. (CFIR)

Thomas Adams, Consultant, CFIR  
Greg Geeting, Consultant, CFIR  
Deborah Keys, Consultant, CFIR  
Kristina Travers, Office Technician, CFIR

A. Call to Order. Commissioner Astore, Chair, called the meeting to order at 9:34 a.m. and welcomed the audience and the Commissioners.

B. Salute to the Flag. Commissioner Ken Dotson led all in the Pledge of Allegiance.

### C. Review of the Agenda and Report of the Chair of the Curriculum Commission--State Board Action and Other Matters

After reviewing the organization of the agenda, Commission Chair Astore asked that Commissioners plan for personal business to be conducted during the breaks in the proceedings in order for all to be present during the full meeting. Chair Astore welcomed the newest member of the Commission, Rakesh Bhandari. Commissioner Bhandari is the new appointee from the Senate Rules Committee. He earned a Ph.D. in Ethnic Studies from the University of California-Berkeley, has been teaching at Brown University and will also be working at Stanford University this fall. Dr. Bhandari stated he is honored to be able to work with the Curriculum Commissioners.

### D. Report from the State Board of Education

Chair Astore asked for a change in order of business and invited John Mockler, then Executive Director of the State Board of Education, to speak. Mr. Mockler shared that the State Board of Education continues to work hard to stay on the standards pathway. He said the SBE continues their ongoing focus on adopting standards-aligned instructional materials and implementing a state assessment system that will be aligned to standards. He said there are signs that academic achievement is moving up. This includes indications in the first cut of the improved SAT 9 scores that reveal

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a parallel increase in percent correct in testing, which indicates good instruction is going on out there. Although districts have not fully implemented use of standards-aligned instructional materials, the State Board does see progress.

Mr. Mockler reported that the SBE unanimously adopted an assessment plan with the agreement of the Superintendent of Public Instruction. Standards-based assessments will become dominant in the state system within the ambitious, twenty-month timeline. Norm-referenced tests will continue to be a part of the system.

The topic of potential conflicts of interest was introduced by Mr. Mockler. He shared that issues are brought to the Board that call attention to potential conflicts of interest for the SBE as well as for those who are appointed as volunteers to advise the SBE. He suggested that the easiest way to handle questions of potential conflict as described in the law is simply the following: if the activity in question has anything to do with anyone you may do business with, don't do it. If anyone whose materials may be reviewed offers in good faith something that they do not commonly do for or offer to all teachers, administrators, and students across the state, do not accept it. Mr. Mockler said these guidelines also speak to the publishing industry. He commented that publishers try to be helpful and sometimes they take actions which are not intended for any corrupt purpose and may not be in question in other states; however, California's rules are very strict about avoiding any perception of conflict of interest.

A discussion followed in reference to issues raised by Commissioners about the following:

(1) the assessment report form to parents that referenced the California reading list recommendations, (2) the makeup of the nationally-normed population used to establish the SAT 9 norms, (3) the need for new district administrators to understand the direction of the SBE standards-based path, and (4) legal requirements for districts to assess all students and to adopt standards-aligned instructional materials.

### E. Correspondence/Requests from the State Board of Education

Chair Astore read a letter from former Board Member Yvonne Larsen in which she expressed thanks for the certificate presented at the Celebration Dinner in May. Ms. Larsen also referenced the importance of the work of the Curriculum Commission in the statewide effort to increase the knowledge base for all students.

Chair Astore shared a letter from Superintendent Delaine Eastin regarding an award earned for the high quality of the Reading-Language Arts Framework produced through the work of the Curriculum Commission.

### F. Report of the California Department of Education Executive Office

Deputy Superintendent Sonia Hernandez shared information about efforts to support the positive direction that the state is taking to improve learning. She updated the Commissioners on a variety of activities that reinforce the efforts to move instruction and learning above and beyond test results, especially in the development of cadres of coaches to help teachers and districts to focus on the entire spectrum of standards and the full scope of the curriculum frameworks. Dr. Hernandez praised the Commission for the support given to high schools in each subject matter framework, especially in light of the standards-based High School Exit Exam and the direction found within the frameworks on how to improve standards-based instruction.

Concerted efforts to keep making progress include: implementation of reading grants, CDE staff work with different providers to formulate a single message, coaching efforts and professional development directed to districts with schools targeted for improvement; development of literature list, and development of standards in Visual and Performing Arts for field review in preparation for SBE consideration.

### G. Executive Secretary Report

The Executive Secretary for the Curriculum Commission, Sherry Skelly Griffith, announced changes within the staff of the Curriculum Frameworks and Instructional Resources (CFIR) Division and the move to the sixth floor of the CDE building. She reported that the statewide data on the STAR results would be delivered the following week from the Department of Education. She referenced a recent front-page article from the *Sacramento Bee* in which Dr. David Marsh, University of Southern California, stated that initial assessment results are dependent upon improvements in instruction and greater use of standards-aligned materials.

Executive Secretary Griffith gave an update on the following key items not covered in the agenda:

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- (1) Requests for certification letters from districts regarding Schiff-Bustamante funding (Education Code Section 60450) and Instructional Materials Funding (IMF) now include requests for voluntary information about what districts are purchasing by content area. Such information will provide leadership with information about the direction districts are headed and it will give insight into the appropriate funding amounts needed.
- (2) The Schools In! event in August is a major opportunity to update districts about the work of the Curriculum Commission.
- (3) The Legal and Social Compliance review is required in all adoptions by SBE. The review for the mathematics adoption will be held the weekend of September 8-10 and all Commissioners are invited to participate or to encourage others in their districts to apply.
- (4) A new administrator for the frameworks unit of the CFIR Division will be selected by the end of August.
- (5) The CFIR Division has a goal of acquiring two or three more consultants.

### H. Approval of Minutes of the May 2000 Meeting

A motion to approve the May 2000 minutes as presented was made by Commissioner Griffin and seconded by Commissioner Anthony. There was no discussion. The motion passed unanimously.

### I. Guidelines for Meeting with Publishers

Executive Secretary Griffith presented a draft of guidelines for meeting with publishers. The Commissioners began the discussion by reviewing the following list that had been gathered from many veteran commissioners:

- Treat everyone equally in terms of availability and time.
- Don't hesitate to set weekly office hours if that works for you
- Protect your time. If you set up office hours stick to your schedule.
- Stick to the criteria and framework, not your personal views. Keep your responses within the confines of the standards, criteria, and framework.
- Take nothing from a publisher.
- Be mindful of perceptions when considering have breakfast, lunch, or dinner with a publisher.
- Set a specific amount of time for each publisher meeting.
- Never give a definite reply. You may say "it looks good to me but I would have to look at the standards and the program as a 'whole' using the standards, framework and criteria.
- Always remind publishers that you are looking at the materials at one "point in time" and this discussion does not reflect a final decision or final view of the program as a whole.
- Always remind publishers that you are only one Commissioner and the decision will rest with the entire Commission and then the State Board.
- If you're asked to predict if the program would be adopted, let them know you cannot predict the outcome.
- Remind publishers that it is the combination of the criteria, standards and framework that will guide the review and there are many steps to the review.
- Suggest they have a panel of teachers review the materials against the standards and criteria
- Do not give information about other publishers' materials.
- Have the publisher indicate the purpose of the meeting and do not get off track from that purpose.
- Refer a publisher who is asking extensive technical questions to the appropriate CDE staff person.
- Make a trip to your local LRDC to look at all submitted materials to get a global view of the submission early in the process.
- Keep a list of publishers and their products available so that you can be knowledgeable when you get approached about a particular program

Commissioner Abarca suggested announcing a time limit for meeting with publishers—a specific day of the week and for a limited amount of time on that day, such as one-and-a-half hours. Ms. Griffith indicated this document could be of ongoing use to the Commissioners in the future. Acceptance of the guidelines as a working document was confirmed by consensus.

### J. Assessment Update (CDE Staff)/Assessment Publishers Bulletin #00-06 \*\*\*

Executive Secretary Griffith referenced the Publishers Bulletin that describes issues to consider in the submission of products for the Mathematics 2001 Adoption in relation to California Education Code Section 60611. Commissioners were reminded that the June 28, 2000, bulletin, "Preparation and Availability of Materials Describing Assessments and

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Scoring,” is valuable as a tool if publisher representatives request further clarity about the issues surrounding specific test preparation.

Chair Astore introduced the new director of the Standards and Assessment Division, Phillip Spears, who is a visiting educator from Rocklin School District where he served as high school principal. Mr. Spears provided an update on the status of the High School Exit Exam (HSEE), the Stanford 9 results, standards-aligned augmentation of the statewide assessment program, and general update on assessment efforts.

Director Spears provided copies of the Executive Summary of the independent evaluation requested by the State Board of Education on the current status of the High School Exit Exam (HSEE). Mr. Spears indicated that the rule of the law for implementing the exam says the work is to continue unless otherwise directed, thus work will continue to move forward to build a positive environment for the statewide assessment system. The external evaluation report recommended the Board ensure a clear message is sent regarding all tests involved in the high school experience, how they are connected, and what will they mean down the road. The Board is considering a long-term plan for assessment and the relationships between tests and how to reduce overlaps. Mr. Spears stated that the Standards and Assessment Division continues to build upon a long-range plan for effective communications with educators and to the public, including communication guidance for districts and schools to use that are available on the CDE Web Site (<http://www.cde.ca.gov>). He offered to take questions from the Commissioners by letter, e-mail, or phone (916-657-3011).

Chair Astore thanked Mr. Spears for the update and reminded the Commissioners of the importance of the work to adopt standards-aligned instructional materials. Even though the reading/language arts standards to be addressed on the HSEE are for grades 9-10, student progress will be dependent on how standards are addressed in grades K-8.

### K. Attendance Policy Memorandum

Chair Astore called attention to the final version of the attendance policy that had been reviewed for comment since a draft was introduced at the May meeting. The policy summarizes issues around attendance protocol and the substance of the letter was drawn from the guidelines that the State Board of Education had established for advisory boards about absences and other concerns. Chair Astore commended the commissioners for their diligence in following the policy to inform the chair in writing about unavoidable absences.

### L. Ethics Training

Executive Secretary Griffith discussed the new statutory requirement for ethics training for Commissioners, IMAPs and CRPs as appointed representatives of the State Board of Education. She reported that the training requirements had already been met by many of the members as of the date of this meeting the help of the Internet address for the Fair Political Practice Commission: <http://www.fppc.ca.gov>. Options remain for completing the training requirement, including participating in the ethics training session scheduled for the first evening of the forthcoming training for IMAPs and CRPs for the mathematics adoption.

### M. Other Matters/Audience Comment

Executive Secretary Griffith introduced Rae Belisle, the legal counsel for the State Board of Education. Ms. Belisle provided input to assist the Commissioners’ understanding of conflicts of interest and strategies for avoiding any perception of conflict of interest, including between appointees of the State Board of Education who reside within the same household.

No other matters from the Commission or the audience were presented. Chair Astore recessed the full commission and encouraged all Commissioners to remain present during the Executive Committee meeting.

## 2. Executive Committee.

Present: Marilyn Astore, Chair; Patrice Abarca, Vice Chair  
Sue Stickel, Catherine Banker, Ken Dotson  
Staff: Sherry Skelly Griffith, Executive Secretary

### A. 2001 Meeting Calendar for the Curriculum Commission

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Chair Astore called the Executive Committee to order at 11:50 a.m. and thanked the members for agreeing to a flexible schedule. The Executive Committee reviewed the proposed 2001 meeting calendar that places the Commission meeting dates one week after each State Board meeting in the odd-numbered months only. Chair Astore called attention to the difficulties that November causes for teacher members of the Commission due to a timeline of report cards, parent conferences. She suggested the Commission meet the week after Thanksgiving as an alternative. Commissioner Stickel called attention to the three-day meeting scheduled for January 17-19, to ensure a half-day of orientation for new and returning Commissioners. Commissioner Abarca suggested commencing the January 17 meeting by 8:30 or 9:00 a.m. and beginning the regular business of the Commission at 1:00 p.m. Commissioner Dotson moved that the 2001 meeting calendar be presented to the full Commission for approval based on the discussions. Commissioner Stickel seconded the motion. The vote was unanimous.

### B. AB 2519 Adoption Report

Executive Secretary Griffith introduced the draft AB 2519 adoption report. She acknowledged the tremendous amount of effort made by the Commissioners and staff to obtain the results reported in the document. Chair Astore commended the report as helpful for districts as they adopt standards-aligned materials. Ms. Griffith indicated that the publishers reviewed the report for technical accuracy. Unless the Commission had suggestions for changes to the report, it would be sent forward to the SBE in September. It would then be made available to the public in hard bound form. Commissioner Abarca applauded Sandi Adams Jones for the thoroughness of the report. It was the consensus of the Executive Committee to forward the AB 2519 Adoption Report on to the State Board.

### C. Other Matters/Audience Comments

- (1) Committee Assignments for New Commissioner, Rakesh Bhandari. Chair Astore recommended that Dr. Bhandari be assigned to the following subject matter committees: History-Social Science, Foreign Language, and Electronic Learning Resources. Commissioner Banker so moved and Commissioner Stickel seconded the motion. All were in favor.
- (2) Mid-Year Review of the goals of the Curriculum Commission. Chair Astore recommended to all subject matter committee (SMC) chairs provide a mid-year reflection on the SMC goals set forth last November and January—to identify the status of each goal as completed, in process, or adjusted/postponed and why. The Executive Committee requested that a brief report of progress on goals by each SMC be provided during the conclusion of the Commission meeting.
- (3) Request for Expenditure. Chair Astore reported a request had been made in writing by Commissioner Abarca to receive support to attend the November conference for Computer Using Educators (CUE) in Sacramento. After discussion about the benefits of sharing insights gained with the full Commission, Commissioner Stickel moved for approval if funding is available. Commissioner Dotson seconded the motion. The vote was four ayes and Commissioner Abarca abstained from voting.

Chair Astore invited comments from other Commissioners and the audience. There were none and the Executive Committee was concluded at 12 noon.

## 3. Health Subject Matter Committee (SMC)

Present: Veronica Norris, Chair; Lora Griffin, Vice Chair; Roy Anthony

Absent: Richard Schwartz \*

Staff: Rona Gordon, Consultant; Caroline Roberts, Administrator, School Health Connections

### A. Health Framework Addendum – Review Revisions and New Materials

Commissioner Veronica Norris, Chair, convened the Health Subject Matter Committee at 12 noon. Ms. Gordon of the Curriculum Frameworks Office reviewed the material that had been sent in the agenda packet for review. The packet contained revised versions of the sections that had previously been discussed, as well as drafts on topics (#10, #12, #13) that were submitted for the first time. Some sections are not completed.

Chair Norris recommended that a full discussion of the drafts be held over until the September meeting to allow adequate time for review of the material. Ample time will be scheduled for thorough consideration of all of the pieces. In addition, the SMC will review and amend the addendum timeline to conform to the current status of work.

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Commission Chair Astore mentioned the speaker from Sacramento County Office of Education who had been suggested to make a presentation on asset development. Staff will follow up to schedule that in September or November as the workload permits.

Commissioner Bhandari inquired about the inclusion of causal mechanisms in the Health Framework (i.e., the effect of factors such as diet, drugs and tobacco on the body). Ms. Roberts, Administrator, School Health Connections, CDE, replied that the Framework is more philosophical in approach, and is not that specific in content.

Ms. Roberts then introduced Hank Resnik, the overall writer for the Health Framework Addendum. Mr. Resnik has considerable experience in developing health-related materials, as well as being the writer of the current Health Framework and the Mathematics Framework. He will be responsible for bringing all the addendum sections together in one coherent, cohesive document. Executive Secretary Griffith commended him for his quality work.

There were no other issues or public comments and Chair Norris adjourned the Health Subject Matter Committee. Chair Astore recessed the Commission to return after lunch.

*(Lunch Break)*

## **4. History-Social Science (H-SS) Subject Matter Committee**

Present: Ken Dotson, Chair; Roy Anthony, Vice Chair  
Rakesh Bhandari, Janet Philibosian; Barbara Smith, Karen Yamamoto  
Staff: Tom Adams, Consultant, CFIR

### **A. Framework Update—Review of additional proposed changes**

Chair Dotson called the meeting of the History-Social Science Subject Matter Committee to order at 1:27 p.m. In light of the time certain for a public hearing, Chair Dotson started with agenda item 4.B. The discussion of the review of proposed changes is summarized in the resolution.

### **B. Public Hearing (Time Certain: 1:30 p.m.)**

Chair Dotson opened the public hearing. Paul Geisert, Karen Zatz of the Anti Defamation League, and Susan Mogull spoke to the committee.

### **C. Final action on Updated History-Social Science Framework**

Chair Dotson lead the committee through a list of proposed changes for the updated framework. At the end of discussion, Vice Chair Anthony moved, and Commission Philibosian seconded the motion, to forward to the State Board of Education for adoption Draft #2 of the Updated History-Social including the changes listed below. The motion passed.

### **Changes Approved by History-Social Science Subject Matter Committee to forward to the full Commission:**

Change #3 - Page	Author	Change
25 (Kindergarten)	Jim Charkins	Insert sentence
In kindergarten children first begin to understand that school is a place for learning and working. Most children arrive for their first school experience eager to work and learn. Many will be working in groups for the first time. They must learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. These are learnings that are necessary for good civic behavior in the classroom and in the larger society. Children can also discover how other people have learned and worked together by hearing stories of times past. <u>In Kindergarten, children should learn that they make choices and that their choices have consequences for themselves and others.</u>		

Change #4 Page	Author	Change
29 (Grade 1)	Jim Charkins	Insert sentence



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Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children's expanding sense of place and spatial relationships provides readiness for many new geographical learnings. Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Children begin to develop a sense of an economy where people work both in and outside the home and in order to exchange goods and services for money.

Change #5 - Page	Author	Change
34 (Grade Two)	Jim Charkins	Insert Sentence
This first study develops children's appreciation of the many people who work to supply their daily needs. Emphasis in this unit is given to those who supply food: people who grow and harvest food crops on wheat and vegetable farms, fruit orchards, or the banana plantations of Central America; dairy workers who supply dairy products; and processors and distributors who move the food from farm to market. In addition, students should consider the interdependence of all these people, consumers and producers, processors and distributors, in bringing these foods to market. <u>Students should develop an understanding of their role as consumers in a complex economy.</u>		

Change #7 - Page	Author	Change
43	Tom Gibbons	Drop "children are too young to act on issues"
Finally, in each of these studies, children should be helped to compare the past to changes under way today. Are new developments changing their community? How do people today earn their living or seek recreation? How are people working to protect their region's natural resources? How do people in this community work to influence public policy, elect their city government, and participate in resolving local issues that are important to children and their families, such as the fate of a local park earmarked for commercial use? <del>Although children are too young to act on issues such as these, they</del> Children can identify some issues that are important in their immediate community and may contribute to community efforts through fund raising, food drives, and gathering donated goods. Informed volunteers in community service or elected officials can be invited to explain why people volunteer and to describe some of the arguments on different sides of an important issue facing the community.		

Change #9 Page	Author	Change
49	John Burns	Add to include all groups
These immigrants include (1) the Spanish explorers and the Spanish-Mexican settlers of the Mission and Rancho period who introduced European plants, agriculture, and a herding economy to the region; (2) the <u>people from America and around the world</u> who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Asian <u>and other</u> immigrants of the second half of the nineteenth century, who provided a new supply of labor for California's railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture;		

Change #10 Page	Author	Change
50	Diane Ravitch	Use standards language
Students should become aware of the extent to which early people of California <del>used natural settings without significantly modifying the environment</del> <u>depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</u>		

Change #11 Page	Author	Change
50	Tom Gibbons	Need to include the effect of the missions on Native Americans
One reason for settling California was to bring Christianity to the native peoples. <u>Student should understand how this affected native cultures.</u>		

Change #12 Page	Author	Change
50	John Burns	Improve accuracy

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Students should understand the geographical factors involved in locating the missions so that ~~they were a day's walk apart~~ some were close enough to be a long day's walk or horseback ride apart and ~~that they were situated along native pathways near sources of water.~~

Change #13 Page	Author	Change
52	John Burns	Add to include all groups
As California became home to diverse groups of people, its culture reflected a mixture of influences from <u>Central and South America, eastern, southern, and western Asia, and Europe.</u>		

Change #14 Page	Author	Change
52	John Burns	Add computers
Students in grade four should learn about the development of present-day California with its commerce, large-scale commercial agriculture, communications industry, aerospace, technology, and important trade links to nations of the Pacific Basin and the world. They should analyze how California's leadership in <u>computer technology</u> , science, the aerospace industry, agricultural research, economic development, business, and industry depends on strong public education for all.		

Change #16 Page	Author	Change
62	Tom Adams	Drop "hostile Indians" and replace with language from Standards 5.3.5. and 5.3.6
Excerpts from Francis Parkman's <i>The Oregon Trail</i> and from children's literature will help the children understand how the expeditions were organized, how a trail was scouted, where the trail ran, and what physical dangers the pioneers faced: <del>hostile Indians</del> , raging rivers, parched deserts, sandstorms and snowstorms, and lack of water or medicine. <u>Students should understand the resistance of Indian nations to encroachments by other people, and their internecine conflicts, including the competing claims for control of lands.</u>		

Change #17 Page	Author	Change
70	Amanda Podany	Drop "between"
Attention should be given to paleontological discoveries in East Africa by Donald Johanson, Tim White, and the Leakey Family (Louis, Mary and Richard), supporting the belief that ancestors of present-day humans lived in these regions <del>between</del> 4.5 million years ago.		

Change #18 Page	Author	Change
70 (Grade 6)	Jim Charkins	Insert Sentence
In studying the ancient world, students should come to appreciate the special significance of geographic place in the development of the human story. They should acquire a sense of the everyday life of the people; their problems and accomplishments; their relationships to the developing social, economic, and political structures of their society; the tools and technology they developed; <u>the role of trade, both domestic and international, in their lives</u> ; the art they created; the architecture they lived with; the literature produced by their finest poets, narrators, and writers; their explanations for natural phenomena; and the ideas they developed that helped transform their world. In studying each ancient society, students should examine the role of women and the presence or absence of slavery.		

Change #20 Page	Author	Change
71	Amanda Podany	Update the content on Egypt
Moving next to ancient Egypt, the teacher introduces students briefly to the early reign of Khufu and his construction of the Great Pyramid and then moves to an emphasis on the New Kingdom to the reigns of Queen Hatshepsut <u>and Ramses II or "the Great."</u> During Queen Hatshepsut's reign <del>The New Kingdom was a time when</del> Egyptian art and architecture flourished, and trade extended Egyptian influence throughout the Middle East. <u>Ramses II, more typical of New Kingdom pharaohs, was concerned with warfare and maintaining an Egyptian empire that extended north into the region known as Canaan.</u> Attention should be given to the daily lives of farmers, tradespeople, architects, artists, scribes, women, and children; <u>as reflected in the detailed images and models from burials, and to the great trading expeditions and building activities of that time.</u> Geographic learnings include the importance of the Nile to Egypt's development and of irrigation practices that are still in use.		



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Change #21 Page	Author	Change
73	Amanda Podany	Add "the" before Buddha
Students should be introduced to one of the major religious traditions of India: Buddhism, a great civilizing force that emerged in the sixth century B.C. in the life and moral teachings of "The Buddha" or Siddhartha Gautama. Through the story of the Buddha's life, his Hindu background, and his search for enlightenment, students can be introduced to <u>the</u> Buddha's central beliefs and moral teachings: unselfishness (returning good for evil); compassion for the suffering of others; tolerance and nonviolence; and the prohibition of lying, stealing, killing, finding fault with others, and gossiping.		
Note: Examine for consistency throughout the whole document.		

Change #22 Page	Author	Change
73	Diane Ravitch	Need to mention slavery existed in Ancient Greece
In this unit students will learn about the Greek polis (city-state); the rise of Athens; the transition from tyranny and oligarchy to an early form of democracy; <u>the role of slavery, even in democratic Athens</u> ; the importance of the great fleet of Athens and its location at the crossroads of the ancient world; the rivalry between Athens and Sparta, culminating in the Peloponnesian War; the Macedonian conquests under Alexander the Great, emergence and spread of Hellenistic culture throughout the Mediterranean and Middle Eastern worlds; and the fall of Greece to Rome.		

Change #23 Page	Author	Change
74	Diane Ravitch	Need to mention slavery existed prior to Romans.
Attention should be given to the daily lives of farmers, tradespeople, architects, artists, scribes, women, children, <u>and slaves</u> ; and to the great trading expeditions and building activities of that time.		

Change #24 Page	Author	Change
74 (Grade 6)	Jim Charkins	Insert wording
Throughout these grade six studies, students should be engaged in higher levels of critical thinking. They should consider, for example, why these societies developed where they did (the critical geographic relationships between site, resources, and settlement exemplified in the river valley settlements of Mesopotamia, Egypt, India, and China); <u>the role of technological, agricultural, and economic development and international trade</u> ; why societies rose to dominance at particular times in the ancient world (the importance of "relative location" in the case of ancient Greece, for example); and why great civilizations fell, including the collapse of the Indus civilization of India, the decline of Egypt in the years of the later empire, and the fall of Greece to Rome.		

Change #25 Page	Author	Change
82	Diane Ravitch	Slavery also existed in Africa.
Students should analyze the importance of an iron technology and of geographic location and trade in the development of the sub-Saharan empires of Ghana and Mali. Both became states of great wealth—Ghana, by controlling the trade in gold from the south; and Mali, by controlling both the southern trade in gold and the northern trade in salt. <u>Students should also understand that slavery existed and was part of the western African economy at the time.</u>		

Change #27 Page	Author	Change
86(Grade 7)	Jim Charkins	Insert Sentence
This study will conclude with an examination of the political and economic forces let loose in the Western world by the rise of capitalism and the Enlightenment and the impact of the ideas of this period on Western society in the future, especially on the young American republic that the students will be studying in grade eight. To carry this theme into modern times, students will consider the ways in which these ideas continue to influence our nation and the world today; for example, the importance of rationalism in science and technology; the effort to solve problems rationally in local, state, national, and international arenas; and the ideal of human rights, a vital issue today throughout the world.		

Change #28 Page	Author	Change
87(Grade 7)	Jim Charkins	Insert wording

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Northern European seaports thrived as enterprising merchants expanded international commerce. In the 1600s Holland and England welcomed the return of the Jews, who brought their highly developed culture and commercial experience. By focusing on the origins of modern capitalism and the development of a market economy in seventeenth-century Europe, students should deepen their understanding of economics by recognizing the components of a market system and developing an intuitive understanding of the forces of supply and demand.

Change #30 Page	Author	Change
95	John Burns	Add immigrants
It opened domestic markets for seaboard merchants; it offered new frontiers for <u>immigrants and</u> discontented Easterners <del>and immigrants from Europe</del> ; and it provided a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image.		

Change #31 Page	Author	Change
120	Diane Ravitch and Rakesh Bhandari	Drop "Stalin's rise to power" to make it more accurate.
They should recognize the roles of Lenin, Trotsky, and Stalin; and they should analyze the meaning of communist ideology. <del>With Stalin's rise of to power,</del> Students should perceive the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights <u>including the crushing of workers' strikes.</u>		

Change #32 Page	Author	Change
132 (Grade 11)	Jim Charkins	Insert Sentence
In this course students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; <u>the role of the federal government and Federal Reserve System in the economy;</u> the impact of the technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.		

Change #33 Page	Author	Change
138	John Burns	Update to make framework current.
A study of postwar relationships between the United States and Canada should note the long history of peaceful, negotiated settlement of problems between these nations. To understand <del>recent</del> <u>certain</u> problems, students should become sensitive to the Canadian perspective and to Canada's heavy economic dependence on its forest products and its oceanic fishing grounds. <del>Attention should be given to the issues arising from Canada's government-subsidized trade in forest products and the U.S. response of adopting protective tariffs.</del> In turning to the World Court to settle fishing rights to the prolific Georges Bank fishing grounds off Nova Scotia, the United States and Canada provide an important case study in peaceful arbitration between nations. Among the unresolved problems confronting these two nations is the problem of acid rain, and issue of global interdependence that concerns other nations in the industrialized world today.		

Change #34 Page	Author	Change
141 (Grade 11)	Jim Charkins	Insert wording
The study of this fascinating period should include an examination of the continuing <u>economic contractions and expansions and the use of monetary and fiscal policy in influencing the business cycle.</u> <u>Students should learn about boom that began in 1940—41 and the growth of the middle class, with poverty concentrated among minority groups, the elderly, and single-parent families.</u>		

Change #35 Page	Author	Change
143	Tom Adams	Requested by the Commission

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Students should see that the history of the United States has had special significance for the rest of the world, both because of its free political system and its pluralistic nature. In a world struggling with ethnic, racial, and religious hatred, the United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people. All citizens of the United States enjoy a democratic-republic, rule of law, and guaranteed constitutional rights.

Change #37 Page	Author	Change: s
161	Jim Charkins & Tom Adams	Need to include paragraph on economic reasoning which is in the standards

They should learn and then apply a reasoned approach to making decisions. Economic reasoning relies in part on mastering cost-benefit analysis. Through this skill, students will be able to explain actions of individuals in product and labor markets. Using cost-benefit analysis, individuals are able to weigh alternatives, compare costs and benefits, and decide using economic reasoning. A consumption decision would compare the benefits and costs of buying one product compared to another, or buying on credit, or not buying at all. A production decision would compare the benefits and costs of producing one product compared to another, or producing more or less of one product, or not producing. An educational decision would compare the benefits and costs of college, technical school, apprenticeship or immediate entrance into the workforce. Through cost-benefit analysis, students will be able understand strengths and weaknesses of decisions made by individuals in the market. Economic reasoning helps students apply analytical economic skills to the decisions they are making and will be making and to recognize the constraints and opportunities of the U.S. economy in the world economy of the twenty-first century. The basic choices that producers in any economic system must make involve determining what goods and services to produce, how to produce these goods and services, and for whom to produce them.

Change #38 Page	Author	Change:
109, 112	Susan Mogull	Drop "Comparative" and call elective course at gr. 9 "Survey of World Religions"
p.109: <u>Comparative Survey of World Religions</u>		
P. 112: <u>Comparative Survey of World Religions</u>		

Change #39 Page	Author	Change:
150	Rod Atkinson	Include language to meet requirements of Ed Code 51230
For example, when dealing with the rationale for checks and balances and separation of powers, students should study <i>Federalist Paper Number 51</i> ; or when dealing with the role of the judiciary, they should study <i>Federalist Paper Number 78</i> . <u>Students should read substantive selections from these and other federalist essays. Others should be used where appropriate.</u> The <i>Federalist Papers</i> should be presented as arguments intended to dispel Antifederalist reservations and to persuade a skeptical public, rather than as holy writ, so that students can understand that the ideas now taken for granted had to survive close scrutiny. <u>In addition, students should read study the Declaration of Independence, Washington's Farewell Address, Lincoln's Gettysburg Address and the Emancipation Proclamation for further elaboration deeper understanding of on the fundamental principles and moral values of American democracy.</u>		

Change #40 Page	Author	Change
192	Mogull, Beauchamp, Adams	Need to delete references to out-of-print document; include "Guidelines for Teaching about Religion;" refer to the constitution and statutes
Please see the version at the end of the list of changes. .		

Change #41 Page	Author	Change:
217	Todd Clark and Tom Adams	Add a paragraph that refers to other service learning programs.

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City Works is another example of a program that combines the history-social science standards and service learning. This program is designed to be used as a part of California's twelfth grade U.S. Government course. By using local community problems and service learning projects, teachers help students understand the link between local, state and national government. The program provides a framework for the development of research skills and includes the development of a research paper. This standards-based program enriches and supports the grade 12 government curriculum.

Change #42 Page	Author	Change:
14	Rakesh Bhandari	Drop "trade offs"
Students need to be able to analyze the basic economic goals of their society; that is, freedom of choice, efficiency, equity, full employment, price stability, growth, and security. <del>Students should also recognize the existence of trade-offs among these goals.</del> They need to develop analytical skills to assess economic issues and proposed governmental policies in light of these goals.		

Change #43 Page	Author	Change:
57	Rakesh Bhandari	Modify discussion of technology
In this unit students will concentrate on European explorers who sought trade routes, economic gain, adventure, national glory, and "the greater glory of God." Tracing the routes of these explorers on the globe should encourage discussion of <u>Europe's innovative use of technological developments which were invented elsewhere</u> that made this age of exploration possible: the compass, the astrolabe, and seaworthy ships. Students might imagine how these explorers and their crews might have felt when they left chartered seas to explore the unknown.		

Change #44 Page	Author	Change:
72	Rakesh Bhandari	Modify to be more neutral
Alexander the Great's conquest of Persia and its territories provides the bridge to a study of the great Eastern civilization of India. Students should understand that the culture Alexander encountered in 327 to 325 B.C. was not the first civilization of this region. Over a thousand years earlier, <del>a great</del> <u>the Harappan</u> civilization had developed in the Indus River Valley, reached its zenith, and <u>developed complex cities, brick platforms, script, granaries and craft workshops.</u> <del>After its collapse,</del> <u>Succeeding waves of people known as Aryas</u> <del>Aryan nomads</del> from the north spread their influence across the Punjab and Ganges plains. <u>This resulted in a composite civilization and contributed to the rise of a civilization rich in its aesthetic culture (architecture, sculpture, painting, dance, and music) and in its intellectual traditions (Arabic numbers, the zero, medical tradition, and metallurgy).</u> Students should be introduced to one of the major religious traditions of India: Buddhism, a great civilizing force that emerged in the sixth century B.C. in the life and moral teachings of "The Buddha" or Siddhartha Gautama. Through the story of <u>the Buddha's life, his Hindu background, and his search for enlightenment,</u> students can be introduced to <u>the Buddha's central beliefs and moral teachings: unselfishness (returning good for evil); compassion for the suffering of others; tolerance and nonviolence; and the prohibition of lying, stealing, killing, finding fault with others, and gossiping.</u> <u>While Buddhism did not survive on Indian soil, Jainism which introduced the ideal of <i>ahimsa</i> or nonviolence has continued to play to role in modern India, especially seen in Gandhi's idea of non-violent civil disobedience.</u> Students should also study the development of Hinduism and the role of one of its most revered text the Bhagavad Gita.		

Change #45 Page	Author	Change:
118	Rakesh Bhandari	
Students should discuss the differing beliefs and values of Hindu and Muslim cultures in India and the British contention that their presence prevented religious conflict <u>though mass religious violence was rare in medieval India.</u> The study should conclude with a brief review of the historical aftermath of colonialism in India up to the present time, including the national movement, <u>religious divisions,</u> <del>and</del> the important roles of Mohandas K. Gandhi, Jawaharlal Nehru, and Louis Mountbatten in preparing India for self-government, <u>and the creation of the two states of Pakistan and India.</u>		

Change #46 Page	Author	Change:
123	Rakesh Bhandari	

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A brief review of the history of Israel should include the importance of the land in Jewish religious history and should trace the history of Zionism, with special reference to the Holocaust as a factor in the creation of Israel in 1948. Attention should be paid to its democratic parliamentary government, free press, and independent judiciary. Students should understand such problems as the difficulty of accommodating the demands of orthodox religious groups, the internal debate over the West Bank, the issue of Palestinian statehood, the conflict between Jews and Arabs within Israel, an economy overburdened by military expenditures, and Israel's precarious existence in a hostile region.

Change #47 Page	Author	Change:
134	Rakesh Bhandari	
Popular fears of communism and anarchism associated with the Russian Revolution and World War I provoked attacks on civil liberties <u>and industrial unionists</u> ; for example, the postwar Palmer Raids, the "Red Scare," the Sacco-Vanzetti case, and legislation restraining individual expression and privacy. Legal challenges to these activities produced major Supreme Court decisions defining the right to dissent and freedom of speech.		

Change #48 Page	Author	Change:
137	Rakesh Bhandari	
The study of the foreign policy consequences of the Cold War should be extended to an examination of the major events of the administrations of Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson. Students should examine the United Nations' intervention in Korea, Eisenhower's successful conclusion of that conflict, and his administration's defense policies based on nuclear deterrence and massive retaliation. Foreign policy during the Kennedy and Johnson administrations represents a continuation of Cold War strategy, with the emphasis shifting to guerrilla warfare in Southeast Asia and leading to the Vietnam War. <u>Students should be aware of U.S. support of anti-communist governments, including burgeoning democracies and authoritarian governments.</u> These events should be placed within the context of continuing tensions between the Soviet Union and the United States.		

Change #49 Page	Author	Change:
139	Rakesh Bhandari	
The <i>Brown</i> decision <u>and its slow acceptance by local and state governments</u> stimulated a generation of political and social activism led by black Americans pursuing their civil rights. Momentous events in this story illumine the process of change: the commitment of white people in the South to "massive resistance" against desegregation; the Montgomery bus boycott, which was started by Rosa Parks and then led by the young Martin Luther King, Jr.; the clash in Little Rock, Arkansas, between federal and state power; the student sit-in demonstrations that began in Greensboro, North Carolina; the "freedom rides", the march on Washington in 1963; the Mississippi Summer Project of 1964; and the march in Selma, Alabama, in 1965.		

Change #50 Page	Author	Change:
152	Rakesh Bhandari	
<b>Comparative Governments, with Emphasis on Communism in the World Today.</b>		

Change #51 Page	Author	Change:
152	Rakesh Bhandari	
Attention also should be given to the movement to democratic government <u>and the effects of the end of the Cold War</u> in such countries as Spain, Argentina, Chile, the Philippines, and South Korea, <u>Guatemala, El Salvador, and South Africa.</u>		
Change #52 Page	Author	Change:
161	Rakesh Bhandari	
The basic economic problem facing all individuals, groups, and nations is the problem of scarcity. Scarcity results from the limited natural resources, such as water, land, and minerals, that are available to produce the variety of goods and services that we need and want. Because of scarcity, choices must be made concerning how to utilize limited resources. <u>At the same time, students should understand how the market economy spurs innovation and growth, tends towards cycles, and distributes income and wealth.</u> In this unit students should learn the difference between the final goods and services that any economy produces and the productive resources, including human resources, capital goods, and natural resources that are used to produce these final goods and services. They should learn and then apply a reasoned approach to making decisions.		

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Change #53 Page	Author	Change:
163	Rakesh Bhandari	
They should consider in detail the operations of the labor market. Students should analyze the determinants of the level of employment and wages in different occupations and the impact of unionization, the minimum wage, and unemployment insurance <u>and the effects of international mobility of capital and labor.</u>		

Change #40 Full Text:

## **Draft: Appendix C Religion and the Teaching of History-Social Science**

Few issues have stirred greater controversy in Americans' attitudes toward public education than the role of religion and values in public schools. In California the official response to this controversy is expressed in this framework.

On pages 5-6, this framework "supports the frequent study and discussion of the fundamental principles embodied in the United State Constitution and the Bill of Rights . . . including the right to freedom of religion." On page 7, this framework asserts the importance of religion in human history: "When studying world history, students must become familiar with the basic ideas of the major religions and the ethical traditions of each time and place. Students are expected to learn about the role of religion in the founding of this country because many of our political institutions have their antecedents in religious beliefs."

In Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education, Teaching About Religion, Promoting Responsible Attitudes and Behaviors, and Preventing and Responding to Hate Violence, the State Board of Education states:

The California public schools need have no hesitancy in teaching about religion. To the contrary, understanding the historical contributions of religion and key elements of world religions is essential to a complete knowledge of our civilization and to being a well-educated person. To provide students with a full and appropriate education, the public schools are obligated to teach about religion, though they must not sponsor or advocate the practice of religion.<sup>1</sup>

This appendix is intended to assist educators as they implement ~~both the framework and the State Board of Education's handbook~~ and as they respond to community concerns. To this end, ~~a new~~ "Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles" and "Guidelines for Teaching about Religion" ~~are~~ is printed below to help educators address issues of religious liberty and public education.<sup>1</sup>

The statement "Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles" was launched in March, 1995, under the guidance of Charles Haynes, Ron Grant, and Forrest Montgomery when was released by the Freedom Forum's First Amendment Center in March, 1995. at Vanderbilt University sponsored a press conference. Using the civic principles of rights, responsibilities, and respect (three Rs) to guide them, members of 20 other national organizations and religious bodies representing different points of view formulated the statement. In it, Americans are called upon to recognize, affirm, and guarantee every citizen's right to religious freedom and to treat each other with respect and dignity as they seek to live together with their deepest differences.

Religion in public school also involves knowing the difference between the teaching of religion (religious education) and teaching *about* religion. In 1988, a broad coalition of seventeen religious and educational organizations published "Guidelines for Teaching About Religion." These guidelines distinguish between teaching about religion and religious indoctrination. This These significant statements is are an excellent resources for citizens and groups to use in their work to bring people together and to ensure the survival of democracy in our nation and to teach about religion in an academic approach that is constitutionally permissible and educationally sound. # They also demonstrates how the three Rs can enable people of different persuasions to work together peacefully for the common good.

### **Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles**

Our nation urgently needs a reaffirmation of our shared commitment, as American citizens, to the guiding principles of the Religious Liberty clauses of the First Amendment to the Constitution. The rights and responsibilities of the Religious Liberty clauses

<sup>1</sup> These documents are reprinted in Finding Common Ground: A First Amendment Guide to Religion and Public Education, Third Edition (1998), Charles C. Haynes, Ed., Oliver Thomas, Legal Editor. Copies are available in from The Freedom Forum First Amendment Center, 1207 18th Ave. South, Nashville, TN 37212, or by telephone at 800-830-3733 (615) 321-9588 ~~or at their website at <http://www.freedomforum.org>.~~



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provide the civic framework within which we are able to debate our differences, to understand one another, and to forge public policies that serve the common good in public education.

Today, many American communities are divided over educational philosophy, school reform, and the role of religion and values in our public schools. Conflict and debate are vital to democracy. Yet, if controversies about public education are to advance the best interests of the nation, then *how* we debate, and not only *what* we debate, is critical.

In the spirit of the First Amendment, we propose the following principles as civic ground rules for addressing conflicts in public education:

- I. Religious Liberty for All  
Religious liberty is an inalienable right of every person.  
As Americans, we all share the responsibility to guard that right for every citizen. The Constitution of the United States with its Bill of Rights provides a civic framework of rights and responsibilities that enables Americans to work together for the common good in public education.
- II. The Meaning of Citizenship  
Citizenship in a diverse society means living with our deepest differences and committing ourselves to work for public policies that are in the best interest of all individuals, families, communities and our nation.  
The framers of our Constitution referred to this concept of moral responsibility as civic virtue.
- III. Public Schools Belong to All Citizens  
Public schools must model the democratic process and constitutional principles in the development of policies and curricula.  
Policy decisions by officials or governing bodies should be made only after appropriate involvement of those affected by the decision and with due consideration for the rights of those holding dissenting views.
- IV. Religious Liberty and Public Schools  
Public schools may not inculcate nor inhibit religion. They must be places where religion and religious conviction are treated with fairness and respect.  
Public schools uphold the First Amendment when they protect the religious liberty rights of students of all faiths or none. Schools demonstrate fairness when they ensure that the curriculum includes study about religion, where appropriate, as an important part of a complete education.
- V. The Relationship Between Parents and Schools  
Parents are recognized as having the primary responsibility for the upbringing of their children, including education. Parents who send their children to public schools delegate to public school educators some of the responsibility for their children's education. In so doing, parents acknowledge the crucial role of educators without abdicating their parental duty. Parents may also choose not to send their children to public schools and have their children educated at home or in private schools. However, private citizens, including business leaders and others, also have the right to expect public education to give students tools for living in a productive democratic society. All citizens must have a shared commitment to offer students the best possible education. Parents have a special responsibility to participate in the activity of their children's schools. Children and schools benefit greatly when parents and educators work closely together to shape school policies and practices and to ensure that public education supports the societal values of their community without undermining family values and convictions.
- VI. Conduct of Public Disputes  
Civil debate, the cornerstone of a true democracy, is vital to the success of any effort to improve and reform America's public schools.  
Personal attacks, name-calling, ridicule, and similar tactics destroy the fabric of our society and undermine the educational mission of our schools. Even when our differences are deep, all engaged in public disputes should treat one another with civility and respect, and should strive to be accurate and fair. Through constructive dialogue we have much to learn from one another.

This Statement of Principles is not an attempt to ignore or minimize differences that are important and abiding, but rather a reaffirmation of what we share as American citizens across our differences. Democratic citizenship does not require a compromise of our deepest convictions. We invite all men and women of good will to join us in affirming these principles and putting them into action. The time has come for us to work together for academic excellence, fairness, and shared civic values in our nation's schools.

*A Statement of Principles* sponsored jointly by:

American Association of School Administrators

American Center for Law and Justice

American Federation of Teachers

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Anti-Defamation League  
Association for Supervision and Curriculum Development  
Carnegie Foundation for the Advancement of Teaching  
Catholic League for Religious and Civil Rights  
Central Conference of American Rabbis  
Christian Coalition  
Christian Educators Association International  
Christian Legal Society  
Citizens for Excellence in Education  
Council on Islamic Education  
The Freedom Forum First Amendment Center at Vanderbilt University  
National Association of Elementary School Principals  
National Association of Evangelicals  
National Association of Secondary School Principals  
National Congress of Parents and Teachers  
National Council of Churches of Christ in the U.S.A.  
National Education Association  
National School Boards Association  
People for the American Way  
Phi Delta Kappa  
Union of American Hebrew Congregations

## Guidelines for Teaching About Religion

In 1988 a broad coalition of seventeen religious and education organizations endorsed *Religion in the Public School Curriculum: Questions and Answers* that contains "Guidelines for Teaching About Religion." These guidelines distinguish between teaching about religion and religious indoctrination or advocacy.

1. The school's approach to religion is academic, not devotional.
2. The school may strive for student awareness of religions, but should not press for student acceptance of any one religion.
3. The school may sponsor study about religion, but may not sponsor practice of religion.
4. The school may expose students to a diversity of religious views, but may not impose any particular view.
5. The school may educate about all religions, but may not promote or denigrate any religion.
6. The school may inform students about various beliefs, but should not seek to conform students to any particular belief.

## Sponsored jointly by:

American Academy of Religion  
American Association of School Administrators  
American Federation of Teachers  
American Jewish Congress  
Americans United Research Foundation (now Americans United)  
Association for Supervision and Curriculum Development  
Baptist Joint Committee on Public Affairs  
Christian Legal Society  
The Church of Jesus Christ of Latter-day Saints  
The Islamic Society of North America  
National Association of Evangelicals  
National Conference of Christians and Jews (now National Conference for Community and Justice)  
National Council of Churches of Christ in the U.S.A.  
National Council on Religion and Public Education  
National Council for the Social Studies  
**National Education Association**  
National School Boards Association

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Further information, materials, and professional development on these topics are also available from the California Three Rs Project—Rights, Responsibilities, and Respect: Educating for Citizenship in a Diverse Society at (805) 961-9335.

### Legal Basis for Religious Liberty and Teaching About Religion

#### U.S. Constitution

*Amendment 1: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise of thereof;*

#### California Constitution

##### A. Article 1 Declaration Of Rights

*Section 4. Free exercise and enjoyment of religion without discrimination or preference are guaranteed. This liberty of conscience does not excuse acts that are licentious or inconsistent with the peace or safety of the State. The Legislature shall make no law respecting an establishment of religion.*

##### *Article 9 Education*

*Section 8. No public money shall ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools; nor shall any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of this State.*

#### California Education Code

*51500. No teacher shall give instruction nor shall a school district sponsor any activity which reflects adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry.*

*51501. No textbook, or other instructional materials shall be adopted by the state board or by any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry.*

*51511. Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, art, or music or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.*

*51513. No test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades 1 to 12, inclusive, unless the parent or guardian of the pupil is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the pupil to take this test, questionnaire, survey, or examination.*

#### D. History-Social Science Subject Matter Committee - Other Matters/Audience Comment

Chair Dotson asked if there were other matters or comments. Hearing none, he adjourned the meeting of the History-Social Science Subject Matter Committee.

### 5. Foreign Language Subject Matter Committee

Present: Leslie Schwarze, Chair; Mary Coronado, Vice Chair  
Patrice Abarca, Rakesh Bhandari, Susan Stickel  
Staff: Sherry Skelly Griffith, Executive Secretary, Curriculum Commission  
Arleen Burns, Consultant; Nancy Brynelson, Consultant, CDE

Chair Schwarze called the Foreign Language Subject Matter Committee to order at 3:47 p.m. She welcomed Dr. Bhandari to the Foreign Language SMC. She thanked Ms. Griffith and Ms. Burns for their support of the committee.

#### A. Review Draft Foreign Language Framework

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Chair Schwarze reported that she had revisions to offer to the first three chapters of the draft Foreign Language Framework. The committee members conferred to decide to review the change during a special meeting in August. The committee discussed moving the date of the special SMC meeting from August 11 to later in the month at the suggestion of Ms. Griffith, who indicated that the new administrator for the Curriculum Frameworks office would not be on board until later in the month. Commissioners agreed. By consensus, the commissioners agreed to propose an interim SMC meeting for August 28 in order to have the additional time necessary to complete work on the framework.

Commissioner Schwarze thanked Ms. Burns for providing online references for frameworks from other states as resources. Chair Schwarze and Commissioner Abarca discussed the need to add grammar and vocabulary development to the document. They agreed to provide related materials for review during the work session on August 28. Chair Schwarze added that documentation needs to be included in the document on student enrollment in the various languages offered in California public education. Ms. Burns indicated that such information is readily available and would be shared with Commissioners. She reminded Commissioners that the draft is slated to be shared with the full Curriculum Commission at its September meeting. Chair Schwarze indicated that she would also share an article on teaching languages at the August 28 meeting.

Executive Secretary Griffith introduced a chart showing a comparison of the components and elements of the English Language Arts Framework with components and elements of the current draft Foreign Language Framework. Ms. Burns reviewed the chart with the Commissioners and also noted the gaps in content found between the two frameworks, which helps to identify areas of work needed. Chair Schwarze indicated that the outline will serve the committee well as they continue work on the framework.

### B. Other Matters/Audience Comment

Chair Schwarze offered opportunities for others to comment. There were none, so the committee was adjourned and the Commission took a short break.

### 6. Visual and Performing Arts Subject Matter Committee

Present: Roy Anthony, Chair; Karen Yamamoto, Vice Chair  
Mary Coronado, Lora Griffin, Janet Philibosian, Sue Stickel  
Staff: Judi Brown, Consultant, CFIR

Chair Anthony called the VPA Subject Matter Committee meeting to order at 4:00 p.m. He recommended continued practice of using the nameplates as indicators of subcommittee membership while others listen in on the committee discussion.

#### A. VPA Standards--Field Review of Draft Standards and Senate Bill 1390 (Murray)

Chair Anthony reviewed the written update provided to the Commissioners about the status of the field review of the VPA standards. He also called attention to the current version of SB 1390 (Murray) and bill analysis (available at <http://www.leginfo.ca.gov>). He reminded all commissioners that Patty Taylor, the Arts Education Consultant from the Standards and High School Development Division of the Department, had provided each Commissioner with a draft set of content standards in dance, music, theatre, and the visual arts when she updated the Commission in May. The draft VPA standards were prepared by a statewide committee that worked October 1999 through March 2000.

Chair Anthony reported that the draft standards and the field review process were presented to the State Board of Education as information at their July meeting. The State Board of Education was supportive of the review of the draft standards. The VPA Subject Matter Committee members were made aware of the following activities:

- A cover letter from the State Board of Education, the draft standards, and an Invitation to Review will be available on the CDE Web Site at <http://www.cde.ca.gov/shsd/arts>.
- A cover letter from the State Board of Education and the Invitation to Review will be sent to all school district superintendents and county offices of education, major education and arts education organizations and agencies, and the CDE arts education contact list. All members of the Curriculum Commission are invited to volunteer time to participate in the field review the document.

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- Four public hearings at different locations throughout the state are scheduled in early September. Curriculum Commissioners are invited to attend to hear public comments.
- The revised standards may be taken to the SBE for consideration as early as late 2000 or January 2001.
- SB 1390 (Murray) bill would authorize the State Board of Education to adopt (optional) visual and performing arts standards. It is proceeding through the legislative process. The Commissioners are encouraged to check for updates on the status of the bill at <http://www.leginfo.ca.gov>.

The discussion with the Commissioners included a request that staff consider scheduling public hearings in the various locations with extended times which may include hours after a typical school day so that classroom teachers may offer their views on the draft standards. Chair Anthony asked staff to pass the request on to the Department consultants for consideration in the organization for the field review.

### Other matters/Audience Comment

Chair Anthony invited the commissioners to watch for the California group of musicians during the opening ceremonies for the Olympics in Australia. He said that 800 of the young musicians are from California and that only Australia would be an entity represented by a larger group with 900 student musicians. Chair Anthony asked staff to thank Ms. Taylor, Arts Education Consultant, for providing copies of the *Arts Task Force Report* to the committee members.

### **7. Mathematics Subject Matter Committee**

Present: Sue Stickel, Chair; Catherine Banker, Veronica Norris, Leslie Schwarze, Barbara Smith

Absent: Vik Hovsepian, Vice Chair\*, Richard Schwartz\*

Staff: Greg Geeting, Consultant, CFIR  
Suzanne Rios, Administrator, Instructional Resources Unit, CFIR

#### 2001 Mathematics Adoption. Review of documents.

Commissioner Stickel called the meeting of the Mathematics SMC to order at 4:10 p.m. Commissioner Stickel listed and briefly summarized various bulletins to publishers and IMAP/CRP members, copies of which had been distributed to the Commissioners. She distributed three additional documents: the draft training agenda, the publisher presentation schedule (revised), and the listing of IMAP/CRP members by panel (revised).

Sandi Adams commended. Commissioner Stickel highly commended Sandi Adams for her extraordinary work in organizing the publisher presentation schedule and ensuring that IMAP and CRP members, Commissioners, and State Board members receive the correct submissions in keeping with their panel assignments.

General status of adoption process. Commissioner Stickel noted that some IMAP members had dropped out, but that those who remained would be more than adequate in number and ability to ensure a fair, thorough review process. She noted that there are currently 26 programs under consideration from 18 publishers. She also noted that several documents are now being finalized under her guidance: an annotated training agenda (for facilitators and staff), a Note-Taking and Report-Writing Guidance document, and a training manual that summarizes the whole of the training experience.

Training practice piece. Commissioner Stickel indicated that a training piece (an out-of-print mathematics text used by permission of the publisher) was being distributed to the members of the CRP for them to evaluate in advance of the training. A key part of the training will be in-depth work with the CRP members to ensure that they have fair and consistent content expectations of the programs they will be reviewing. She noted that, for IMAP training purposes, only a portion of the full mathematics text being distributed to the CRP members will be used.

Dr. Wu commended. Commissioner Stickel noted that Dr. Wu (Professor of Mathematics, UC Berkeley) had been most helpful in contributing ideas for the training, and that he would be doing a major part of the presentation on the content standards and framework on Monday morning (July 31). She extended her heartfelt gratitude.

\* *Absent for Cause* notification submitted to Commission Chair in advance of the meeting.

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Additional facilitator needed for IMAP. Commissioner Stickel noted that, due to an unexpected scheduling conflict, Commissioner Hovsepien would be unable to facilitate a panel, thus leaving the group one facilitator short. She indicated that she did not believe another current Commissioner was available to replace him. She suggested that the SMC recommend to the full Commission that some latitude be given with respect to the agreement approved in March whereby only current Commission members would be panel facilitators. Commissioner Banker urged those Commissioners who had not already agreed to facilitate a panel to review their schedules and see if they could possibly help out. Commissioner Stickel welcomed other Commissioners to do so, but suggested that a back-up plan was needed. Commissioner Bhandari indicated that he might be able to attend the training and deliberations. Commissioner Abarca suggested that, if a Commissioner who had not previously facilitated a panel was to be assigned facilitating responsibility, that Commissioner should be assigned strong staff support. She also suggested that it might be best to pair any new Commissioners who are available with returning Commissioner-facilitators, rather than assigning them facilitating responsibilities immediately.

- Mathematics Subject Matter Committee (SMC) RECOMMENDATION: Commissioner Norris moved that the Mathematics SMC recommend to the full Commission that, on a one-time basis, it (1) suspend its March 2000 agreement to have only current Commissioners serve as facilitators for instructional materials adoption training and deliberations and (2) empower the Mathematics SMC Chair, if necessary, to select and appoint a non-Commissioner as facilitator of a panel for the 2001 Mathematics Adoption, consulting other Commissioners in the selection process as appropriate within the applicable limitations of the Bagley-Keene Open Meeting Act. Commissioner Schwarze seconded the motion, and it was approved by unanimous vote of the SMC members present.

Status of progress on Mathematics SMC goals. In keeping with the direction of the Commission Chair, Commissioner Stickel quickly reviewed the status of progress on the SMC's goals for this year.

- Recruit IMAP/CRP members for the 2001 Math Adoption. Accomplished.
- Participate in the Invitation to Submit meeting for the 2001 Math Adoption. Accomplished.
- Conduct the 2001 Math Adoption. Actively in progress; training of IMAP and CRP members takes place July 31-August 3 in Sacramento.
- Support dissemination of the new Math Framework. Ongoing; effective utilization of the new framework in the adoption training and deliberations process will do much toward disseminating and applying its content.
- Stay current on legislation and changes in law pertaining to mathematics materials. Ongoing; taking note, for example, of the \$117 million appropriated in this year's Budget Act for scholarships for students with high test scores, of which a portion is specifically dedicated to students excelling in mathematics and science (pending enactment of SB 1688).

Ethics training. It was noted that IMAP and CRP members have been offered the choice of taking the Internet-based version of the required ethics course, or watching a video presentation on Monday evening (July 31) which is approximately two hours long. Commissioners who have not taken the required course on the Internet were invited to join the IMAP and CRP members for the video presentation.

Suzanne Rios commended. Commissioner Stickel highly commended Ms. Rios for serving as consultant to the SMC over the past several months in addition to her other duties, expressing great appreciation for her assistance.

### Other Matters/Audience Comment

There were no other matters raised from the audience. Commissioner Stickel adjourned the Mathematics Subject Matter Committee was adjourned at 4:30 p.m. Chair Astore then reminded Commissioners of the early morning start and recessed the commission at 4:31.

*(Commission recessed)*

### Informal Dinner and Conversation with Dr. David Rose and New Commissioner Bhandari, 6:30 p.m.

The Commissioners and members of the public were invited to participate in an informal dinner that evening to welcome Dr. Bhandari to the Commission and to visit with Dr. David Rose of CAST, who will speak to the full commission July 21.



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## **FULL COMMISSION - Friday, July 21, 2000**

### Curriculum Commissioners--Present:

Marilyn Astore, Chair  
Roy Anthony  
Rakesh Bhandari  
Veronica Norris  
Leslie Schwarze  
Susan Stickel

Patrice Abarca, Vice Chair  
Catherine Banker  
Ken Dotson  
Janet Philibosian  
Barbara Smith  
Karen Yamamoto

### Commissioners--Absent:

Mary Coronado Calvario \*  
Richard Schwartz \*  
Jack Scott, Member of the Assembly

Viken Hovsepian \*  
Dede Alpert, Member of the Senate

### State Board of Education Liaisons (absent)

Nancy Ichinaga

Marion Joseph

### California Department of Education Staff Present:

Sherry Skelly Griffith, Executive Secretary for the Curriculum Commission and CFIR Director  
Suzanne Rios, Administrator I, Instructional Resources Unit, CFIR Division  
Thomas Adams, Consultant, CFIR  
Judith Brown, Consultant, CFIR  
Deborah Keys, Consultant, CFIR  
Kristina Travers, Office Technician, CFIR  
Terri Yan, Exec. Secretary to the Director of Curriculum Frameworks and Instructional Resources Division (CFIR)

Sandi Adams-Jones, Staff Service Manager I  
Greg Geeting, Consultant, CFIR  
Beverly Thomas, Office Technician, CFIR  
Lino Vicente, Office Technician, CFIR

Call to Order. Commissioner Astore, Chair, brought the meeting to order at 8:00 a.m. and welcomed the members of the audience and thanked them for being in attendance during this equally important second day.

## **8. Electronic Learning Resources (ELR) Committee, July 21, 2000**

Present: Catherine Banker, Chair; Patrice Abarca, Vice Chair; Rakesh Bhandari  
Absent: Vik Hovsepian\*, Mary Coronado\*  
Staff: Judith Brown, Consultant, CFIR

### A. Technology and Learning Advisory Commission (Update)

Commissioner Banker reported that the Advisory Commission for Technology and Learning, to which Ms. Banker was appointed as a non-voting member by the Curriculum Commission in March, will be convening August 31.

### B. California Learning Resources Network (CLRN)--Criteria for Review of Electronic Learning Resources

Commissioner Banker invited the full Commission to participate in the discussion with the ELR Committee regarding the draft criteria previously developed by the advisory committee for California Learning Resources Network (CLRN). The California Learning Resource Network (CLRN) is one of four Statewide Education Technology Services (SETS) that are to provide services referenced in Education Code Section 51872 (b) and approved by the State Board of Education in July 1999 (details available at <http://www.cde.ca.gov/sets>). CLRN is intended to provide educators with the information they need to make informed decisions about selection, procurement and instructional use of supplemental electronic learning resources. The review process requires resources be mapped to the California SBE-adopted Content Standards, and to indicate how the supplemental electronic learning resources can support teaching and learning of specific standards

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Chair Banker introduced Nancy Sullivan, Administrator, Educational Technology, CDE, and Bridget Foster, Director, CLRN, Stanislaus COE, who were helped by John Fleishman, Sacramento County Office of Education, and Mary Sprague, Consultant, Ed. Tech, CDE. They walked the committee members through the draft of the evaluation criteria to be used by publishers and reviewers in the review of electronic learning resources. Ms. Foster presented an overview of the process used in the development of the criteria with input from major stakeholders in the process. Commissioner Banker informed the full Commission that Commissioners Astore, Abarca, and Banker had been involved in the discussions during development of the criteria. Ms. Foster showed the relationship of the adoption criteria approved for each of the four core curricular areas and the draft CLRN criteria. She also indicated the CLRN items which were unique to electronic learning resources.

Ms. Foster reported that a briefing for publishers involved with electronic learning resources has been organized for July 31 at Sacramento County Office of Education. The meeting will be an opportunity to inform and gather additional input from the publishing industry regarding the CLRN review criteria and the review process

The timeline for the CLRN project targets October 2000 as the goal for the State Board to receive the draft criteria for information from the Curriculum Commission. As required by the State Board of Education, the CLRN review criteria, developed with the guidance of the CLRN Advisory Committee, must be approved by the Curriculum Commission prior to approval by the California State Board of Education. Specifically, the outcomes and deliverables for the CLRN service are:

1. Establish and maintain an electronic learning resource evaluation system that rates software, video, CD's, online resources, and other similar media using criteria developed by the contractor and subsequently approved by the State Board that address both alignment with the State Board content standards and technical quality (i.e., ease of access and use). The results of the evaluation are maintained in a web-accessible database.
2. Establish and maintain links to online standards-based learning units or lessons that use the resources identified in #1 above as being in alignment with the evaluation criteria.
3. Establish and maintain a model web site and web server(s) that not only make evaluations and links accessible to a large volume of users in a cost-effective manner, but also serve as a major promotional center for other statewide education technology services (SETS).

Among the items brought forth in response to Chair Banker's request for Commissioner questions and concerns included the following topics:

- (1) the number of and quality of citation(s) expected for any standard to be included in the standards map;
- (2) the minimum number of standards a product must address;
- (3) the extent of coverage of a standard in order to warrant recognition of the product as "aligned" to that standard;
- (4) clear identification of the threshold of minimum qualifications required of a submission to warrant CLRN review time and/or inclusion in the CLRN data base;
- (5) the extend of description needed for "universal access" criteria;
- (6) process for dealing with edits needed and/or errors found;
- (7) issues of accuracy unique to Web-based resources from publishing services;
- (8) Web page design and search functions for CLRN to help teachers get a useful list of resources within their limited budget and time constraints;
- (9) process for publisher submission of product updates;
- (10) process for identifying products already adopted and then offered in alternate format;
- (11) process for appeal of legal compliance decisions and/or CLRN evaluation conclusions;
- (12) CLRN review process for products submitted for full adoption but not approved for full adoption;
- (13) process for ensuring objective review of product rather than subjective review;
- (14) minimum qualifications needed for reviewers of the submitted items to ensure adequate expertise in content standards and framework for the content area identified by the standards-map submitted by the publisher;
- (15) the management of the work load required to provide review of materials submitted in a timely manner; and
- (16) the application, selection and training process for CLRN reviewers.

Committee Chair Banker commented on the importance that funds for instructional materials—whether for full programs adopted by the SBE for the supplemental materials—need to be used effectively. Chair Astore complimented the Commissioners for how their discussion continues to reinforced the message that materials purchased with the

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limited public funds available need to address the standard(s) identified in depth if the teacher and learner need additional resources.

Chair Banker moved that, in order for the Commission to consider taking action in September to forward the CLRN criteria to the Board in October, a special ELR committee work session is needed August 28 to continue work on the criteria and processes for the review of electronic learning resources. Commissioner Bhandari seconded the motion and the committee members voted “aye” unanimously.

Chair Banker asked for comments from the public about the draft evaluation criteria. Dale Shimasaki spoke for the American Association of Publishers (AAP). Among his comments was a call for the same review process for all instructional materials regardless of format differences. He asked for clear, consistent guidance for all of these materials as well as an appeals process regarding disputes about the evaluations as is modeled in the adoptions and legal compliance review processes. Ian Padilla referenced a letter submitted for Commission review from Laura O’Leary of the Software and Information Industry Association (SIIA).

### B. Presentation—“Concepts and Issues in Universal Design for Learning”

Dr. David H. Rose, Co-Executive Director, Center for Applied Special Technology (CAST, <http://www.cast.org>)

Commissioner Banker introduced Dr. David Rose, Co-Executive Director, Center for Applied Special Technology. She reported on the vast research background of Dr. Rose and others involved with CAST that provides better understanding of how to implement federal mandates for universal access to ensure opportunities to learning are made available for all students. She invited the commissioners and the public to recognize the relevance of Dr. Rose’s presentation to the critical work by the Commission to work with objective criteria in the review and adoption of standards-aligned learning resources.

Dr. Rose provided a brief multi-media overview of some of the recent projects of CAST, as well as the mission of the CAST “Bobby Site” to support universal access within Web-based development. He used examples of the universal design applied within architecture to highlight benefits to all members of society that result from the application of universal design principles in structures. He built the arguments for universal design to be not “one-size-fits-all” but alternative approaches to something built into the design of a product from the beginning to increase access and opportunities for everyone.

Dr. Rose presented examples of recent findings in brain research (also summarized on the CAST Web Site) which generated a lengthy discussion about the design of materials to facilitate powerful learning. Commissioner Banker thanked Dr. Rose for the opportunity for Commissioners and publishers to better understand what it could mean to address concepts of universal access in the design of instructional materials to meet the state’s search for standards-aligned resources.

### C. Other Matters/Audience Comment

Chair Banker reviewed the goals of the ELR committee and noted progress being made. Commissioner Dotson commended that the technology that was demonstrated is wonderful, but there is a reality of limited access to the technology itself within most classrooms as well as limited capacity to operate it.

Commissioner Banker recommended that all Commissioners investigate further the CAST Web Site (<http://www.cast.org>) to learn more about their work to expand the use of technology to extend learning opportunities for all people, including those with disabilities. There were no other comments and the ELR Chair thanked the staff for their support in the work of the ELR committee. The meeting was adjourned at 10:15 a.m.

## 9. Science Subject Matter Committee (SMC)

Present: Catherine Banker, Vice-Chair; Ken Dotson, Veronica Norris, Barbara Smith  
Absent: Richard Schwartz, Chair\*; Vik Hovsepian\*  
Staff: Rona Gordon, Consultant (absent); Greg Geeting, Consultant, CFIR

\* *Absent for Cause* notification submitted to Commission Chair in advance of the meeting.

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Catherine Banker, SMC Vice Chair, brought the Science Subject Matter Committee meeting to order at 10:20 a.m. after a short break for the Commission.

Agreement to Postpone Meeting. Commissioner Banker indicated that, for the most part, the business before the SMC would be deferred to a special meeting, because Commissioners Hovsepian and Schwartz were not in attendance and because a key staff person had a personal emergency and was unable to attend this day. She indicated that an announcement for the special meeting would be posted after staff had conferred with all of the SMC members by phone and established an acceptable date.

Draft Science Framework. It was reported that the SMC members now had two approaches to the framework to consider, one prepared by Rollie Otto, and a somewhat different approach prepared for a sample grade by Commissioner Schwartz.

Minutes of June 10 Meeting. Commissioner Banker asked if there was a motion to approve the minutes of the June 10, 2000, meeting.

- **ACTION:** Commissioner Norris moved that the Science SMC approves the Minutes of the June 10, 2000, meeting as presented. Commissioner Dotson seconded the motion, and it was approved by unanimous vote of the SMC members present, except that Commissioner Smith abstained from voting because she had not attended the June 10 meeting.

Other Matters/Audience Comments. Dr. Bhandari commented that, based upon his initial impression of the draft framework, he would suggest that more attention be placed on biology; the current draft appears to have a physics bias.

Review of SMC Goals. Commissioner Banker briefly reviewed the status of progress toward the Science SMC's goals for the year. No other speakers or matters were presented. Ms. Banker adjourned the Science SMC meeting at 10:40 a.m.

### **10. English Language Arts/English Language Development Subject Matter Committee**

Present: Patrice Abarca, Chair; Janet Philiposian, Vice Chair  
Ken Dotson, Lora Griffin, Karen Yamamoto, Leslie Schwarze  
Absent: Mary Coronado\*  
Staff: Deborah Keys, Consultant, CFIR

#### **A. Recommended Literature List (Update)**

Commissioner Abarca, Chair of the ELA/ELD Subject Matter Committee, called the meeting to order at 10:50 a.m. after a brief break in the Commission meeting. She reminded everyone that CDE Recommended Reading List is totally different from the Lexile list noted on the Stanford 9 Report Forms sent home with students. She suggested that information regarding the Lexile Reading List be included on September SMC Agenda.

Commissioner Schwarze requested clarification of description of Lexile #7 (as noted on her child's SAT9 Report). Mr. Geeting, CDE Consultant, explained that the Lexile numbering was in the STAR report because of specific legislative directive. The description fits the product that Lexile, the company, makes. It was designed to be an Internet-accessible reading list, with age-appropriate descriptions of reading material. Lexile already had a specific list but added the balance of the 1990 CDE Reading List to the material. Mr. Geeting stated that the question had been raised about what keys to use to access the list on Internet, if grade level is used. It was suggested that the two-number process was deemed too confusing, resulting in two lists: one for reading, one for grade level. At the end of the process, the two lists would be compared and configured with the suggested reading list, combining both list results. The suggested reading list could then be accessed on the Internet. The material was supposed to contain the number necessary to access the list online.

Dr. Adams, CDE Consultant, interjected that the Metametric website in question had just gone up that month (July). He went on to say that internally, CDE, is referring to this list as the "STAR Reading List", to indicate affiliation with the

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STAR report. Dr. Adams also offered to provide the Commission with the website address. He then said that Lexile said that the only other reading lists they would be comfortable having on their website would be those that have been approved by other content areas. They did not limit themselves to only books in print, and the site informs as to if the book is available to purchase or only from a library. Dr. Adams suggested the possibility that if a company sees their out-of-print book on the list, they may start printing the title again.

Part of the confusion may be from publishing houses changing hands and not knowing that they have the publishing rights to certain titles. Commissioner Abarca asked for clarification. Dr. Adams said the site will be updated as more reading lists are approved. Commissioner Schwarze thanked CDE staff for the explanation.

Ms. Lott, CDE Consultant, reported on the K-8, 9-12 Reading List. A preliminary list of over 2,000 titles has been selected by her committee. A website is being created to help educators select appropriate materials for their students. Her team will field review electronically in August. Educators and experts from all over California will participate in this review. The committee is to finalize selections in August. Ms. Lott said the document will go through an advisory committee, then in October the final approval process will be conducted. Hopefully the Web Site will be open to the public by mid-November, with a published version to follow about a month later. Ms. Lott provided her e-mail address to the Commission. Commissioner Yamamoto asked for the working title for this document. The name is "Recommended Literature for K-8"

Scott Hill, Chief Deputy Superintendent for Accountability and Administration, provided information for the Commission about the STAR Reading List. He reviewed the process for creating this list, working with Harcourt. Harcourt subcontracted with Metametrics and Follett; the goal of June 1 was not met, but the list is now available. Next year's list will be updated with titles recommended by CDE research which is now in progress. It was asked if the Assessment Office would continue to send update letters on the progress of the reading list to the Commission? Chair Astore asked Deputy Superintendent Hill about a *Los Angeles Times* article that suggested that students could end up reading "age-inappropriate" material that happens to match their reading level. Deputy Superintendent Hill replied that this situation is being constantly scrutinized. Commissioner Schwarze stated that the parent form should include more details about material content like the rating of movies in order to prevent kids from reading inappropriate material. Scott noted suggestions for future editions. Chair Abarca added that parents should not have to read every book their child reads beforehand; the list should be a solid enough guide. Commissioner Norris pointed out that even movie ratings are not totally reliable, and that California should develop some criteria for books being placed on lists. Chair Astore suggested that publishers could provide a brief annotation for their books, in lieu of a ratings system. It was suggested that even a mention of what may be objectionable would be enough for parents to go on. Chair Abarca thanked Ms. Lott and Mr. Hill for coming to meet and update the Commission on the reading lists. Chief Deputy Superintendent Hill added that there will be a link from CDE website to the reading list.

### B. Review Adoption Timeline

Chair Abarca reminded the SMC that the dissemination date for the IMAP/CRP application had been postponed. She asked for a motion for the following dates to be changed: 4/1--10/3 changed to 8/15--11/1, 10/3 changed to 11/1; Chair Abarca suggested another date of 11/27 for the SMC to review IMAP/CRP applications. A motion was made by Commissioner Griffin to accept the timeline changes as noted; Commissioner Schwarze seconded it. Motion for changes passed. Executive Secretary Griffith suggested that adoption information be shared far and wide to encourage as much participation as possible, especially with such a short timeline.

### C. Review Flier for Recruitment of IMAP and CRP Members

Chair Abarca directed Commissioners to the fliers, with a suggestion from Dr. Keys to review them as needed. Commissioner Philibosian was concerned that the flier made all students out to be second-language learners. She suggested grammatical changes. Chair Astore proposed additional changes. Commissioner Yamamoto also had concerns about the wording. Commissioner Griffin commented on the pictures at the top of the flier. Dr. Keys noted the pictures could be changed or removed. Per Chair Abarca, the pictures will be removed. Dr. Keys clarified the caption that had been discussed to verify changes. After changes were made, consensus was reached, and the flier was approved by the SMC.

### D. Review 2002 K-8 RLA/ELD Adoption Criteria



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Chair Abarca called attention to the Criteria and a letter she distributed to the SMC, that described a question from a publisher about one of the optional programs. This publisher's question focused on the optional programs described by the 4-8 Intervention Criteria (page 11). Chair Abarca stressed the need for Commissioners to be uniform in their answers to questions from publishers. Dr. Keys pointed out that there were two references to 4-8 programs—on pages 11 and 13, and some confusion had resulted from that. Chair Abarca stated that the publisher asked, "Does this piece (optional program) need to include the ELD component because this is called a stand-alone intervention program?" Chair Astore pointed out that the criteria cannot be changed at this point, and that the SMC was at an interpretation stage. She also pointed out that the student described for the "intensive intervention program" (page 11) was not the same student in the optional program (page 13). This is a student who is at least at an intermediate fluency level. It was her view that the needs of the student who is an English learner in this stand-alone program, where reading is the primary issue, must be addressed within the criteria for Universal Access. The teacher's guide must be clear about addressing early reading and what is involved—that careful attention must be given to English learners and their need to learn difficult and different sounds in English, multiple word meaning, idioms, syntax, and related vocabulary issues. If the publisher addresses all the criteria within Universal Access, then the needs of the students will be addressed.

Chair Abarca said that this is a different intervention program that does not address the ELD; it is a different piece than the regular basic program. Thus, it is an intervention program that will not call for the additional "ELD component" as noted in the criteria for a basic program. However, publishers must address Universal Access and all the students in Universal Access. Publishers must clearly identify what is in their programs that address English learners. Chair Astore stated that it would be good judgment on the part of the publishers who will do stand-alone programs to repeatedly emphasize the importance of vocabulary development in the teacher's guide.

Dr. Keys reiterated that when the criteria was originally written, the goal of Universal Access was to benefit all of California's children, and that English learners also needed support that addressed older/intermediate students as well as those on or below level.

There was extensive discussion regarding "grade level vs. the reading level" of students in the intensive intervention program(s). Chair Astore reminded that inappropriate programs that are not age-appropriate would not be adopted. She pointed out the lack of grade four and above programs. She said there are some middle school intervention programs that are working throughout the state, but there are not many. She stated middle school teachers are in need of more support. However, the use of intervention programs is dependent upon local control. She stated she wanted to make a case for being literal in interpreting the criteria.

Executive Secretary Griffith pointed out that line 384 gives directions for programs and line 402 gives publishers guidance for grade level specifics. Chair Abarca restated that the question centers on do we have to stick with the literal interpretation of the criteria? Commissioner Griffin asked how the materials would differ from grade-to-grade with students who read below-grade level. Commissioner Philibosian agreed that upper-elementary students need more material, but that there are publishers that are only going to offer middle school material, not a K-8 program but a 6-8. She asked if they are going to have to include lower grades. Commissioner Schwarze was concerned about this division; that it may prevent some publishers from participating. Ms. Griffith stated that the precedent is set for publishers to submit split grade levels, as long as the criteria are met. Chair Abarca asked about other questions/feedback from publishers. Dr. Keys reported that some publishers had asked, but mostly about the upper grades.

Commissioner Dotson said he would go with the more literal interpretation of the criteria. In order to clarify for the record, Dr. Keys asked if publishers could submit whatever grade combinations they chose, provided that the material meets the criteria. The SMC agreed. Chair Abarca reiterated that the response to the original question regarding the stand-alone intervention program is that it does not have to meet the ELD component but it does need to address English learners in their program. Ms. Griffith reminded everyone that publishers are expected to adhere to the criteria, and that the publishers are aware that they need to adhere to all of the guidelines within the criteria. There were no further questions from the committee.

### E. Other Matter/Audience Comment



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1) Dr. Keys participated in the English Language Development (ELD) Test Review for Social Content and was very impressed with the test's development and its alignment with the English-Language Arts Content Standards. Materials for grades K-12 were reviewed.

### 2) Status of 2000 SMC Goals:

- ◆ Assist in the dissemination of the RLA Framework--accomplished
- ◆ Review & provide input on all other CDE Reading Language Arts publications--in progress. Chair Abarca asked that information be brought back to the SMC in September regarding "the other" Reading Language Arts publications. (Chair Astore asked if everyone had received *Strategic Teaching & Learning*. Ms. Brown offered to provide this in the near future.)
- ◆ Finalize the ELA/ELD criteria for 2002—done
- ◆ Recruit IMAP/CRP members for 2002 adoption—upcoming
- ◆ Do preliminary planning for 2002 adoption--ongoing

Since no further comments were offered from the Subject Matter Committee, other Commissioners, or the public, Chair Abarca closed the meeting at 11:45 p.m. for a short lunch break.

*(Lunch Break)*

## **12. Full Curriculum Commission (Reconvened, July 21, 2000)**

Chair Astore reconvened the full commission at 12:25 p.m. and requested each committee report actions needing the attention of the full commission, including a report on the goals of the subject matter committee (available at <http://www.cde.ca.gov/cilbranch/cc>).

### **A. Reports/Actions from Subcommittees**

#### **(1) Executive Committee.**

- (a) Chair Astore reported that Executive Committee recommends to the full commission the 2001 master calendar with a full three-day meeting January 17-19, 2001 to include orientation and training beginning at 9 a.m. In addition, the calendar will include a November 29-30 meeting after Thanksgiving. Commissioner Dotson so moved and Commissioner Norris seconded the motion. During discussion, Ms. Brown suggested the Commission's request made last May to hold a meeting out of Sacramento may be considered while adopting this calendar. September 2001 was recommended for such a consideration if a Commissioner would be able to volunteer to locate the site and co-host the meeting in another community. Commissioner Dotson amended his motion to add the possibility that September 2001 may be considered for a public site outside of Sacramento. All voted aye.
- (b) The Executive Committee recommends to the full Commission that the Commission recommend to the State Board of Education the approval of the final report for the AB 2519 adoption. Commissioner Abarca so moved and Commissioner Philibosian seconded the motion. All approved by saying aye.
- (c) The Executive Commission recommends that Commissioner Bhandari be appointed to the following committees: History-Social Science, Electronic Learning Resources, and Foreign Language Subject Matter Committees. Commissioner Dotson so moved; Commissioner Anthony seconded; all voiced aye.
- (d) The Executive Committee recommends to the full Commission the attendance of Commissioner Abarca at the CUE Conference this fall and that she report back to the Commission this September. Commissioner Norris so moved and Commissioner Anthony seconded. All voiced favor; Commissioner Abarca abstained.
- (e) Further discussion occurred regarding the possibility of a 2001 meeting outside of Sacramento in September. Chair Astore asked for Commissioners to volunteer to research alternative sites and to co-host the meeting. The suggestion was made for Los Angeles area (LAUSD and LACOE) and the San Diego area. Chair Astore asked that consideration be given to a site convenient to an airport. The discussion included recommendation of Orange COE; however, it was noted that the cost of flights to John Wayne Airport discourages the use of such a location. Commissioner Anthony offered to check with the San Diego COE facility. Chair Astore noted the additional volunteers to research and possibly co-host an off-site meeting in September 2001: San Diego

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COE (Anthony); LAUSD (Banker) and LACOE. Ms. Brown asked for reports via e-mail regarding the Commissioners' request to hold a meeting out of Sacramento.

### (2) **Health Subject Matter Committee.**

- Committee Chair Norris reported that no action was taken by the Health SMC and that work on the framework addenda is deferred for September. She reported that progress is being made on all goals of the committee.

### (3) **History-Social Science Subject Matter Committee.**

Commission Dotson brought forward to the Full Commission the proposed changes approved by the History-Social Science Subject Matter Committee. After discussion and modification of the Subject Matter Committee's proposal, Commissioner Anthony moved, and Commissioner Philibosian seconded, to recommend to the State Board of Education "Draft #2 of the Updated History-Social Science Framework" with the changes listed below. The Commission unanimously approved the motion.

### *Changes to "Draft #2 of the Updated History-Social Science Framework" Approved by the Curriculum Commission, July 21, 2000:*

#### **Change #1; Pages 9-10:**

To develop historical literacy, students must:

**Develop research skills and a sense of historical empathy.** The study of history involves the imaginative reconstruction of the past. Ideally, students should have a sense of what it was like to be there, to realize that events hung in the balance, that people living then did not know how things ultimately would turn out. Through the use of primary sources, such as historical documents and artifacts, students will be able to reconstruct the past and the actions and thoughts of people. As students become better readers and improve their research skills, they should learn to critique primary and secondary source—looking for bias in the author's perspective, evaluating the credibility of the author, and distinguishing between fact and opinion. Students should also be able to distinguish between opinions based on intuition or impression and interpretations based on evidence. Through their analysis of primary sources, students will come to a deeper understanding of events and people. Historical empathy is much like entering into the world of a drama, suspending one's knowledge of "the ending" in order to gain a sense of another era and living with the hopes and fears of the people of the time. In every age, knowledge of the humanities helps to develop a keen sense of historical empathy by allowing students to see through the eyes of people who were there. Students should understand that each event in the past took place within their own historical context and should recognize that civilizations share common features across time and space yet also have their own unique aspects.

#### **Change #3; Page 25 (Kindergarten):**

In kindergarten children first begin to understand that school is a place for learning and working. Most children arrive for their first school experience eager to work and learn. Many will be working in groups for the first time. They must learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. These are learnings that are necessary for good civic behavior in the classroom and in the larger society. Children can also discover how other people have learned and worked together by hearing stories of times past. In Kindergarten, children should learn that they make choices and that their choices have consequences for themselves and others.

#### **Change #4; Page 29 (Grade 1):**

Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children's expanding sense of place and spatial relationships provides readiness for many new geographical learnings. Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Children begin to develop a sense of an economy where people work both in and outside the home and in order to exchange goods and services for money.

#### **Change #5; Page 34 (Grade Two):**

This first study develops children's appreciation of the many people who work to supply their daily needs. Emphasis in this unit is given to those who supply food: people who grow and harvest food crops on wheat and vegetable farms, fruit orchards, or the banana plantations of Central America; dairy workers who supply dairy products; and processors and distributors who move the food

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from farm to market. In addition, students should consider the interdependence of all these people, consumers and producers, processors and distributors, in bringing these foods to market. Students should develop an understanding of their role as consumers in a complex economy.

### **Change #7; Page 43:**

Finally, in each of these studies, children should be helped to compare the past to changes under way today. Are new developments changing their community? How do people today earn their living or seek recreation? How are people working to protect their region's natural resources? How do people in this community work to influence public policy, elect their city government, and participate in resolving local issues that are important to children and their families, such as the fate of a local park earmarked for commercial use? ~~Although children are too young to act on issues such as these, they~~ Children can identify some issues that are important in their immediate community and may contribute to community efforts through fund raising, food drives, and gathering donated goods. Informed volunteers in community service or elected officials can be invited to explain why people volunteer and to describe some of the arguments on different sides of an important issue facing the community.

### **Change #9; Page 49:**

These immigrants include (1) the Spanish explorers and the Spanish-Mexican settlers of the Mission and Rancho period who introduced European plants, agriculture, and a herding economy to the region; (2) the Americans ~~people from America and around the world~~ who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Asian and other European immigrants of the second half of the nineteenth century, who provided a new supply of labor for California's railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture;

### **Change #10; Page 50 (Grade 4):**

Students should become aware of the extent to which early people of California ~~used natural settings without significantly modifying the environment~~ depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

### **Change #11; Page 50:**

One reason for settling California was to bring Christianity to the native peoples. Student should understand how this affected native cultures.

### **Change #12; Page 50 (Grade 4):**

Students should understand the geographical factors involved in locating the missions so that ~~they were a day's walk apart~~ some were close enough to be a long day's walk or horseback ride apart and that they were situated along native pathways near sources of water.

### **Change #13; Page 52 (Grade 4):**

As California became home to diverse groups of people, its culture reflected a mixture of influences from Central and South America, eastern, southern, and western Asia, and Europe.

### **Change #14; Page 52 (Grade 4):**

Students in grade four should learn about the development of present-day California with its commerce, large-scale commercial agriculture, communications industry, aerospace, technology, and important trade links to nations of the Pacific Basin and the world. They should analyze how California's leadership in computer technology, science, the aerospace industry, agricultural research, economic development, business, and industry depends on strong public education for all.

### **Change #16; Page 62 (Grade 5):**

Excerpts from Francis Parkman's *The Oregon Trail* and from children's literature will help the children understand how the expeditions were organized, how a trail was scouted, where the trail ran, and what physical dangers the pioneers faced: raging rivers, parched deserts, sandstorms and snowstorms, and lack of water or medicine. Students should understand the resistance of Native Americans to encroachments by other people, and their internecine conflicts, including the competing claims for control of lands.

### **Change #17; Page 70 (Grade 6):**

Attention should be given to paleontological discoveries in East Africa by Donald Johanson, Tim White, and the Leakey Family (Louis, Mary and Richard), supporting the belief that ancestors of present-day humans lived in these regions ~~between 4.5 million~~ years ago.

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## **Change #18; Page 70 (Grade 6):**

In studying the ancient world, students should come to appreciate the special significance of geographic place in the development of the human story. They should acquire a sense of the everyday life of the people; their problems and accomplishments; their relationships to the developing social, economic, and political structures of their society; the tools and technology they developed; the role of trade, both domestic and international, in their lives; the art they created; the architecture they lived with; the literature produced by their finest poets, narrators, and writers; their explanations for natural phenomena; and the ideas they developed that helped transform their world. In studying each ancient society, students should examine the role of women and the presence or absence of slavery.

## **Change #20; Page 71 (Grade 6):**

Moving next to ancient Egypt, the teacher introduces students briefly to the early reign of Khufu and his construction of the Great Pyramid and then moves to an emphasis on the New Kingdom to the reigns of Queen Hatshepsut and Ramses II or "the Great." During Queen Hatshepsut's reign ~~The New Kingdom was a time when~~ Egyptian art and architecture flourished, and trade extended Egyptian influence throughout the Middle East. Ramses II, more typical of New Kingdom pharaohs, was concerned with warfare and maintaining an Egyptian empire that extended north into the region known as Canaan. Attention should be given to the daily lives of farmers, tradespeople, architects, artists, scribes, women, and children; as reflected in the detailed images and models from burials. ~~And to the great trading expeditions and building activities of that time.~~ Geographic learnings include the importance of the Nile to Egypt's development and of irrigation practices that are still in use.

## **Change #21; Page 73:**

Students should be introduced to one of the major religious traditions of India: Buddhism, a great civilizing force that emerged in the sixth century B.C. in the life and moral teachings of "The Buddha" or Siddhartha Gautama. Through the story of the Buddha's life, his Hindu background, and his search for enlightenment, students can be introduced to the Buddha's central beliefs and moral teachings: unselfishness (returning good for evil); compassion for the suffering of others; tolerance and nonviolence; and the prohibition of lying, stealing, killing, finding fault with others, and gossiping.

## **Change #22; Page 73 (Grade 6):**

In this unit students will learn about the Greek polis (city-state); the rise of Athens; the transition from tyranny and oligarchy to an early form of democracy; the role of slavery, even in democratic Athens; the importance of the great fleet of Athens and its location at the crossroads of the ancient world; the rivalry between Athens and Sparta, culminating in the Peloponnesian War; the Macedonian conquests under Alexander the Great, emergence and spread of Hellenistic culture throughout the Mediterranean and Middle Eastern worlds; and the fall of Greece to Rome.

## **Change #23; Page 74 (Grade 6):**

Attention should be given to the daily lives of farmers, tradespeople, architects, artists, scribes, women, children, and slaves; and to the great trading expeditions and building activities of that time.

## **Change #24; Page 74 (Grade 6):**

Throughout these grade six studies, students should be engaged in higher levels of critical thinking. They should consider, for example, why these societies developed where they did (the critical geographic relationships between site, resources, and settlement exemplified in the river valley settlements of Mesopotamia, Egypt, India, and China); the role of technological, agricultural, and economic development and international trade; why societies rose to dominance at particular times in the ancient world (the importance of "relative location" in the case of ancient Greece, for example); and why great civilizations fell, including the collapse of the Indus civilization of India, the decline of Egypt in the years of the later empire, and the fall of Greece to Rome.

## **Change #25; Page 82 (Grade 7):**

Students should analyze the importance of an iron technology and of geographic location and trade in the development of the sub-Saharan empires of Ghana and Mali. Both became states of great wealth—Ghana, by controlling the trade in gold from the south; and Mali, by controlling both the southern trade in gold and the northern trade in salt. Students should also understand that slavery existed and was part of the western African economy at the time.

## **Change #27; Page 86 (Grade 7):**

This study will conclude with an examination of the political and economic forces let loose in the Western world by the rise of capitalism and the Enlightenment and the impact of the ideas of this period on Western society in the future, especially on the young

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American republic that the students will be studying in grade eight. To carry this theme into modern times, students will consider the ways in which these ideas continue to influence our nation and the world today; for example, the importance of rationalism in science and technology; the effort to solve problems rationally in local, state, national, and international arenas; and the ideal of human rights, a vital issue today throughout the world.

### **Change #28; Page 87(Grade 7):**

Northern European seaports thrived as enterprising merchants expanded international commerce. In the 1600s Holland and England welcomed the return of the Jews, who brought their highly developed culture and commercial experience. By focusing on the origins of modern capitalism and the development of a market economy in seventeenth-century Europe, students should deepen their understanding of economics by recognizing the components of a market system and developing an understanding of the forces of supply and demand.

### **Change #30; Page 95 ( Grade 8):**

It opened domestic markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners and immigrants from Europe; and it provided a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image.

### **Change #31; Page 120 (Grade 10):**

They should recognize the roles of Lenin, Trotsky, and Stalin; and they should analyze the meaning of communist ideology. With Stalin's rise of to power, Students should perceive the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights including the crushing of workers' strikes.

### **Change #32; Page 132 (Grade 11):**

In this course students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of the technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

### **Change #33; Page 138 (Grade 11):**

A study of postwar relationships between the United States and Canada should note the long history of peaceful, negotiated settlement of problems between these nations. To understand recent certain problems, students should become sensitive to the Canadian perspective and to Canada's heavy economic dependence on its forest products and its oceanic fishing grounds. Attention should be given to the issues arising from Canada's government-subsidized trade in forest products and the U.S. response of adopting protective tariffs. In turning to the World Court to settle fishing rights to the prolific Georges Bank fishing grounds off Nova Scotia, the United States and Canada provide an important case study in peaceful arbitration between nations. Among the unresolved problems confronting these two nations is the problem of acid rain, and issue of global interdependence that concerns other nations in the industrialized world today.

### **Change #34; Page 141 (Grade 11):**

The study of this fascinating period should include an examination of the continuing economic contractions and expansions and the use of monetary and fiscal policy in influencing the business cycle. Students should learn about boom that began in 1940—41 and the growth of the middle class, with poverty concentrated among minority groups, the elderly, and single-parent families.

### **Change #35; Page 143 (Grade 11):**

Students should see that the history of the United States has had special significance for the rest of the world, both because of its free political system and its pluralistic nature. In a world struggling with ethnic, racial, and religious hatred, the United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people. All citizens of the United States enjoy a democratic-republic, rule of law, and guaranteed constitutional rights.

### **Change #37; Page 161 (Grade12: Economics):**

They should learn and then apply a reasoned approach to making decisions.



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Economic reasoning relies in part on mastering cost-benefit analysis. Through this skill, students will be able to explain actions of individuals in product and labor markets. Using cost-benefit analysis, individuals are able to weigh alternatives, compare costs and benefits, and decide using economic reasoning. A consumption decision would compare the benefits and costs of buying one product compared to another, or buying on credit, or not buying at all. A production decision would compare the benefits and costs of producing one product compared to another, or producing more or less of one product, or not producing. An educational decision would compare the benefits and costs of college, technical school, apprenticeship or immediate entrance into the workforce. Through cost-benefit analysis, students will be able understand strengths and weaknesses of decisions made by individuals in the market. Economic reasoning helps students apply analytical economic skills to the decisions they are making and will be making and to recognize the constraints and opportunities of the U.S. economy in the world economy of the twenty-first century. The basic choices that producers in any economic system must make involve determining what goods and services to produce, how to produce these goods and services, and for whom to produce them.

## Change #38; Page 109, 112 (Grade 9):

p.109: ~~Comparative~~ Survey of World Religions

P. 112: ~~Comparative~~ Survey of World Religions

## Change #39; Page 150 (Grade 12: Governments/Civics):

For example, when dealing with the rationale for checks and balances and separation of powers, students should study *Federalist Paper Number 51*; or when dealing with the role of the judiciary, they should study *Federalist Paper Number 78*. Students should read substantive selections from these and other federalist essays. ~~Others should be used where appropriate.~~

The *Federalist Papers* should be presented as arguments intended to dispel Antifederalist reservations and to persuade a skeptical public, rather than as holy writ, so that students can understand that the ideas now taken for granted had to survive close scrutiny. In addition, students should read study the Declaration of Independence, Washington's Farewell Address, Lincoln's Gettysburg Address and the Emancipation Proclamation for further elaboration deeper understanding of on the fundamental principles and moral values of American democracy.

## Change #40; Page 192 Appendix C:

Please see Appendix C. In addition to "Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles," the new draft includes "Guidelines for Teaching About Religion" and "Legal Basis for Religious Liberty and Teaching About Religion." The reference to the *Handbook on the Rights and Responsibilities* will remain in strikethrough format until the State Board clarifies its position on the handbook.

## Change #41; Page 217:

Appendix H: History-Social Science and Service Learning

City Works is another example of a program that combines the history-social science standards and service learning. This program is designed to be used as a part of California's twelfth grade U.S. Government course. By using local community problems and service learning projects, teachers help students understand the link between local, state and national government. The program provides a framework for the development of research skills and includes the development of a research paper. This standards-based program enriches and supports the grade 12 government curriculum.

## Change #42; p. 14:

Students need to be able to analyze the basic economic goals of their society; that is, freedom of choice, efficiency, equity, full employment, price stability, growth, and security. ~~Students should also recognize the existence of trade-offs among these goals.~~ They need to develop analytical skills to assess economic issues and proposed governmental policies in light of these goals.

## Change #43; p. 57:

In this unit students will concentrate on European explorers who sought trade routes, economic gain, adventure, national glory, and "the greater glory of God." Tracing the routes of these explorers on the globe should encourage discussion of Europe's innovative use of technological developments which were invented elsewhere that made this age of exploration possible: the compass, the astrolabe, and seaworthy ships. Students might imagine how these explorers and their crews might have felt when they left charted seas to explore the unknown.

## Change #44; p. 72:

Alexander the Great's conquest of Persia and its territories provides the bridge to a study of the great Eastern civilization of India. Students should understand that the culture Alexander encountered in 327 to 325 B.C. was not the first civilization of this region.



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Over a thousand years earlier, ~~a great~~ the Harappan civilization had developed in the Indus River Valley, reached its zenith, and developed complex cities, brick platforms, script, granaries and craft workshops. After its collapse, ~~d~~-Succeeding waves of people known as Aryas ~~Aryan nomads~~ from the north spread their influence across the Punjab and Ganges plains. This resulted in a composite civilization and contributed to the rise of a civilization rich in its aesthetic culture (architecture, sculpture, painting, dance, and music) and in its intellectual traditions (Arabic numbers, the zero, medical tradition, and metallurgy).

Students should be introduced to one of the major religious traditions of India: Buddhism, a great civilizing force that emerged in the sixth century B.C. in the life and moral teachings of "The Buddha" or Siddhartha Gautama. Through the story of the Buddha's life, his Hindu background, and his search for enlightenment, students can be introduced to the Buddha's central beliefs and moral teachings: unselfishness (returning good for evil); compassion for the suffering of others; tolerance and nonviolence; and the prohibition of lying, stealing, killing, finding fault with others, and gossiping. While Buddhism did not survive on Indian soil, Jainism which introduced the ideal of *ahimsa* or nonviolence has continued to play to role in modern India, especially seen in Gandhi's idea of non-violent civil disobedience. Students should also study the development of Hinduism and the role of one of its most revered text the Bhagavad Gita.

### Change #45; p. 118:

Students should discuss the differing beliefs and values of Hindu and Muslim cultures in India and the British contention that their presence prevented religious conflict. The study should conclude with a brief review of the historical aftermath of colonialism in India up to the present time, including the national movement, religious divisions, and the important roles of Mohandas K. Gandhi, Jawaharlal Nehru, and Louis Mountbatten in preparing India for self-government, and the creation of the two states of Pakistan and India.

### Change #46; p. 123:

A brief review of the history of Israel should include the importance of the land in Jewish religious history and should trace the history of Zionism, with special reference to the Holocaust as a factor in the creation of Israel in 1948. Attention should be paid to its democratic parliamentary government, free press, and independent judiciary. Students should understand such problems as the difficulty of accommodating the demands of orthodox religious groups, the internal debate over the West Bank, the issue of Palestinian statehood, the conflict between Jews and Arabs within Israel, an economy overburdened by military expenditures, and Israel's precarious existence in a hostile region.

### Change #47; p. 134:

Popular fears of communism and anarchism associated with the Russian Revolution and World War I provoked attacks on civil liberties and industrial unionists; for example, the postwar Palmer Raids, the "Red Scare," the Sacco-Vanzetti case, and legislation restraining individual expression and privacy. Legal challenges to these activities produced major Supreme Court decisions defining the right to dissent and freedom of speech.

### Change #48; p. 137:

The study of the foreign policy consequences of the Cold War should be extended to an examination of the major events of the administrations of Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson. Students should examine the United Nations' intervention in Korea, Eisenhower's successful conclusion of that conflict, and his administration's defense policies based on nuclear deterrence and massive retaliation. Foreign policy during the Kennedy and Johnson administrations represents a continuation of Cold War strategy, with the emphasis shifting to guerrilla warfare in Southeast Asia and leading to the Vietnam War. Students should be aware of U.S. support of anti-communist governments, including burgeoning democracies and authoritarian governments. These events should be placed within the context of continuing tensions between the Soviet Union and the United States.

### Change #49; p. 139:

The *Brown* decision and its slow acceptance by local and state governments stimulated a generation of political and social activism led by black Americans pursuing their civil rights. Momentous events in this story illumine the process of change: the commitment of white people in the South to "massive resistance" against desegregation; the Montgomery bus boycott, which was started by Rosa Parks and then led by the young Martin Luther King, Jr.; the clash in Little Rock, Arkansas, between federal and state power; the student sit-in demonstrations that began in Greensboro, North Carolina; the "freedom rides", the march on Washington in 1963; the Mississippi Summer Project of 1964; and the march in Selma, Alabama, in 1965.

### Change #50; p. 152:

**Comparative Governments, with Emphasis on Communism in the World Today.**

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## Change #51; p. 152:

Attention also should be given to the movement to democratic government and the effects of the end of the Cold War in such countries as Spain, Argentina, Chile, the Philippines, and South Korea, Guatemala, El Salvador, and South Africa.

## Change #52; p.161:

The basic economic problem facing all individuals, groups, and nations is the problem of scarcity. Scarcity results from the limited natural resources, such as water, land, and minerals, that are available to produce the variety of goods and services that we need and want. Because of scarcity, choices must be made concerning how to utilize limited resources. At the same time, students should understand how the market economy spurs innovation and growth, tends towards cycles, and distributes income and wealth. In this unit students should learn the difference between the final goods and services that any economy produces and the productive resources, including human resources, capital goods, and natural resources that are used to produce these final goods and services. They should learn and then apply a reasoned approach to making decisions.

## Change #53; p. 163:

They should consider in detail the operations of the labor market. Students should analyze the determinants of the level of employment and wages in different occupations and the impact of unionization, the minimum wage, and unemployment insurance and the effects of international mobility of capital and labor.

## Change #40 Full Text:

### **Draft: Appendix C Religion and the Teaching of History-Social Science**

Few issues have stirred greater controversy in Americans' attitudes toward public education than the role of religion and values in public schools. In California the official response to this controversy is expressed in this framework.

On pages 5-6, this framework "supports the frequent study and discussion of the fundamental principles embodied in the United State Constitution and the Bill of Rights . . . including the right to freedom of religion." On page 7, this framework asserts the importance of religion in human history: "When studying world history, students must become familiar with the basic ideas of the major religions and the ethical traditions of each time and place. Students are expected to learn about the role of religion in the founding of this country."

*In Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education, Teaching About Religion, Promoting Responsible Attitudes and Behaviors, and Preventing and Responding to Hate Violence*, the State Board of Education states:

The California public schools need have no hesitancy in teaching about religion. To the contrary, understanding the historical contributions of religion and key elements of world religions is essential to a complete knowledge of our civilization and to being a well-educated person. To provide students with a full and appropriate education, the public schools are obligated to teach about religion, though they must not sponsor or advocate the practice of religion.<sup>1</sup>

This appendix is intended to assist educators as they implement both the framework and the State Board of Education's handbook and as they respond to community concerns. To this end, a new "Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles" and "Guidelines for Teaching about Religion" are printed below to help educators address issues of religious liberty and public education.<sup>2</sup>

"Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles" was released by the Freedom Forum's First Amendment Center in March, 1995. Using the civic principles of rights, responsibilities, and respect (three Rs) to guide them, members of 20 other national organizations and religious bodies representing different points of view formulated the statement. In it, Americans are called upon to recognize, affirm, and guarantee every citizen's right to religious freedom and to treat each other with respect and dignity as they seek to live together with their deepest differences.

Religion in public school also involves knowing the difference between the teaching of religion (religious education) and teaching about religion. In 1988, a broad coalition of seventeen religious and educational organizations published "Guidelines for Teaching About Religion." These guidelines distinguish between teaching about religion and religious indoctrination. This These significant statements is an excellent resources for citizens and groups to use in their work to bring people together and to ensure the survival of democracy in our nation and to teach about religion in an academic approach that is constitutionally

<sup>2</sup> These documents are reprinted in *Finding Common Ground: A First Amendment Guide to Religion and Public Education*, Third Edition (1998), Charles C. Haynes, Ed., Oliver Thomas, Legal Editor. Copies are available in from The Freedom Forum First Amendment Center, 1207 18th Ave. South, Nashville, TN 37212, or by telephone at 800-830-3733 (615) 321-9588 or at their website at <<http://www.freedomforum.org>>.

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permissible and educationally sound. # They also demonstrates how the three Rs can enable people of different persuasions to work together peacefully for the common good.

## **Religious Liberty, Public Education, and the Future of American Democracy: A Statement of Principles**

Our nation urgently needs a reaffirmation of our shared commitment, as American citizens, to the guiding principles of the Religious Liberty clauses of the First Amendment to the Constitution. The rights and responsibilities of the Religious Liberty clauses provide the civic framework within which we are able to debate our differences, to understand one another, and to forge public policies that serve the common good in public education.

Today, many American communities are divided over educational philosophy, school reform, and the role of religion and values in our public schools. Conflict and debate are vital to democracy. Yet, if controversies about public education are to advance the best interests of the nation, then *how* we debate, and not only *what* we debate, is critical.

In the spirit of the First Amendment, we propose the following principles as civic ground rules for addressing conflicts in public education:

### **I. Religious Liberty for All**

**Religious liberty is an inalienable right of every person.**

As Americans, we all share the responsibility to guard that right for every citizen. The Constitution of the United States with its Bill of Rights provides a civic framework of rights and responsibilities that enables Americans to work together for the common good in public education.

### **II. The Meaning of Citizenship**

**Citizenship in a diverse society means living with our deepest differences and committing ourselves to work for public policies that are in the best interest of all individuals, families, communities and our nation.**

The framers of our Constitution referred to this concept of moral responsibility as civic virtue.

### **III. Public Schools Belong to All Citizens**

**Public schools must model the democratic process and constitutional principles in the development of policies and curricula.**

Policy decisions by officials or governing bodies should be made only after appropriate involvement of those affected by the decision and with due consideration for the rights of those holding dissenting views.

### **IV. Religious Liberty and Public Schools**

**Public schools may not inculcate nor inhibit religion. They must be places where religion and religious conviction are treated with fairness and respect.**

Public schools uphold the First Amendment when they protect the religious liberty rights of students of all faiths or none. Schools demonstrate fairness when they ensure that the curriculum includes study about religion, where appropriate, as an important part of a complete education.

### **V. The Relationship Between Parents and Schools**

**Parents are recognized as having the primary responsibility for the upbringing of their children, including education.**

Parents who send their children to public schools delegate to public school educators some of the responsibility for their children's education. In so doing, parents acknowledge the crucial role of educators without abdicating their parental duty. Parents may also choose not to send their children to public schools and have their children educated at home or in private schools. However, private citizens, including business leaders and others, also have the right to expect public education to give students tools for living in a productive democratic society. All citizens must have a shared commitment to offer students the best possible education. Parents have a special responsibility to participate in the activity of their children's schools. Children and schools benefit greatly when parents and educators work closely together to shape school policies and practices and to ensure that public education supports the societal values of their community without undermining family values and convictions.

### **VI. Conduct of Public Disputes**

**Civil debate, the cornerstone of a true democracy, is vital to the success of any effort to improve and reform America's public schools.**

Personal attacks, name-calling, ridicule, and similar tactics destroy the fabric of our society and undermine the educational mission of our schools. Even when our differences are deep, all engaged in public disputes should treat one another with civility and respect, and should strive to be accurate and fair. Through constructive dialogue we have much to learn from one another.

This Statement of Principles is not an attempt to ignore or minimize differences that are important and abiding, but rather a reaffirmation of what we share as American citizens across our differences. Democratic citizenship does not require a compromise of

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our deepest convictions. We invite all men and women of good will to join us in affirming these principles and putting them into action. The time has come for us to work together for academic excellence, fairness, and shared civic values in our nation's schools. *A Statement of Principles* sponsored jointly by:

American Association of School Administrators  
American Center for Law and Justice  
American Federation of Teachers  
Anti-Defamation League  
Association for Supervision and Curriculum Development  
Carnegie Foundation for the Advancement of Teaching  
Catholic League for Religious and Civil Rights  
Central Conference of American Rabbis  
Christian Coalition  
Christian Educators Association International  
Christian Legal Society  
Citizens for Excellence in Education  
Council on Islamic Education  
The Freedom Forum First Amendment Center  
National Association of Elementary School Principals  
National Association of Evangelicals  
National Association of Secondary School Principals  
National Congress of Parents and Teachers  
National Council of Churches of Christ in the U.S.A.  
National Education Association  
National School Boards Association  
People for the American Way  
Phi Delta Kappa  
Union of American Hebrew Congregations

### Guidelines for Teaching About Religion

In 1988 a broad coalition of seventeen religious and education organizations endorsed *Religion in the Public School Curriculum: Questions and Answers* that contains "Guidelines for Teaching About Religion." These guidelines distinguish between teaching about religion and religious indoctrination or advocacy.

1. The school's approach to religion is academic, not devotional.
2. The school may strive for student awareness of religions, but should not press for student acceptance of any one religion.
3. The school may sponsor study about religion, but may not sponsor practice of religion.
4. The school may expose students to a diversity of religious views, but may not impose any particular view.
5. The school may educate about all religions, but may not promote or denigrate any religion.
6. The school may inform students about various beliefs, but should not seek to conform students to any particular belief.

Sponsored jointly by:

American Academy of Religion  
American Association of School Administrators  
American Federation of Teachers  
American Jewish Congress  
Americans United Research Foundation (now Americans United)  
Association for Supervision and Curriculum Development  
Baptist Joint Committee on Public Affairs  
Christian Legal Society  
The Church of Jesus Christ of Latter-day Saints  
The Islamic Society of North America  
National Association of Evangelicals  
National Conference of Christians and Jews (now National Conference for

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Community and Justice)  
National Council of Churches of Christ in the U.S.A.  
National Council on Religion and Public Education  
National Council for the Social Studies  
**National Education Association**  
National School Boards Association

## Legal Basis for Religious Liberty and Teaching About Religion

### U.S. Constitution

*Amendment 1: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise of thereof;*

### California Constitution

#### B. Article 1 Declaration Of Rights

*Section 4. Free exercise and enjoyment of religion without discrimination or preference are guaranteed. This liberty of conscience does not excuse acts that are licentious or inconsistent with the peace or safety of the State. The Legislature shall make no law respecting an establishment of religion.*

#### *Article 9 Education*

*Section 8. No public money shall ever be appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control of the officers of the public schools; nor shall any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of this State.*

### California Education Code

*51500. No teacher shall give instruction nor shall a school district sponsor any activity which reflects adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry.*

*51501. No textbook, or other instructional materials shall be adopted by the state board or by any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry.*

*51511. Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, art, or music or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.*

*51513. No test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades 1 to 12, inclusive, unless the parent or guardian of the pupil is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the pupil to take this test, questionnaire, survey, or examination.*

*(The above represents changes approved by the full Commission for the draft Updated History-Social Science Framework)*

### **(4) Visual and Performing Arts Subject Matter Committee.**

Chair Anthony reported that there is no formal action required by the full commission. However, the committee did request that CDE staff consider scheduling public hearings on the Visual and Performing Arts draft standards with extended times available to include hours after a typical school day so that classroom teachers may offer their views on the draft standards. Chair Anthony asked that CFIR staff pass the request on to the Department consultants organizing the field review.

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Chair Anthony reported that, in the review of VPA SMC goals, it should be recalled that the VPA follow up adoption was postponed due to burden of two major adoptions on the Commission work calendar and the results of the publisher survey that indicated the demand for review can be postponed

### **(5) Mathematics Subject Matter Committee.**

Commissioner Stickel, Chair of the Mathematics Subject Matter Committee, made the following motion for action by the full commission:

- Mathematics Subject Matter Committee (SMC) recommends to the full Commission that, on a one-time basis, it (1) suspend its March 2000 agreement to have only current Commissioners serve as facilitators for instructional materials adoption training and deliberations and (2) empower the Mathematics SMC Chair, if necessary, to select and appoint a non-Commissioner as facilitator of a panel for the 2001 Mathematics Adoption, consulting other Commissioners in the selection process as appropriate within the applicable limitations of the Bagley-Keene Open Meeting Act. Commissioner Dotson seconded the motion, and it was approved by unanimous vote of the SMC members present.

Commissioner Stickel quickly reviewed the status of progress on the SMC's goals for this year.

- Recruit IMAP/CRP members for the 2001 Math Adoption. Accomplished.
- Participate in the Invitation to Submit meeting for the 2001 Math Adoption. Accomplished.
- Conduct the 2001 Math Adoption. Actively in progress; training of IMAP and CRP members takes place July 31-August 3 in Sacramento.
- Support dissemination of the new Math Framework. Ongoing; effective utilization of the new framework in the adoption training and deliberations process will do much toward disseminating and applying its content.
- Stay current on legislation and changes in law pertaining to mathematics materials. Ongoing; taking note, for example, of the \$117 million appropriated in this year's Budget Act for scholarships for students with high test scores, of which a portion is specifically dedicated to students excelling in mathematics and science (pending enactment of SB 1688).

### **(6) Electronic Learning Resources Committee.**

- Commissioner Banker reported the ELR committee requests approval for a special meeting of the committee to be held August 28 in order to work on the CLRN criteria and to coordinate with the meeting schedule of the Foreign Language SMC. Commissioner Abarca so moved; and Commissioner Coronado seconded the motion. The Commission voted unanimously to approve the ELR Committee meeting on August 28, 12-3:30 p.m. in Sacramento.
- ELR Committee Chair Banker reported that goals for the committee were being completed except for the following: "Recommend that the State Board of Education be provided an information overview of the potential for electronic books within the California adoption process." She requested the Chair to give consideration that an update on the ELR work be included in the report to the SBE at the time when the Commission informs the State Board about the criteria for the review of electronic learning resources (CLRN project). She requested consideration that Dr. Rose also be invited to inform the Board about universal access issues related to universal design of learning materials. That would meet all of the ELR goals. Chair Astore stated her support for that possibility.

### **(7) Science Subject Matter Committee.**

- Science Vice Chair, Commissioner Banker, requested that the Science SMC continue to work on the draft framework in a special meeting of the Science Subject Matter Committee before the next Commission meeting and on a date to be determined. Commissioner Dotson so moved; Commissioner Norris seconded; all approved.
- Commissioner Banker recommended to the full Commission to approve the minutes of the June 10, 2000, meeting as presented. Commissioner Dotson seconded the motion, and it was approved by unanimous vote.

### **(8) Foreign Language Subject Matter Committee.**



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- Commissioner Schwarze, Chair, reported that the committee had agreed to move the special SMC meeting previously scheduled for August 11 to Monday, August 28, 10 a.m.–1 p.m. at the Department of Education. The meeting will be a work session to review and develop revisions to the Foreign Language Framework. Ms. Coronado made the motion for consideration by the full commission; Ms. Stickel seconded the motion; the motion passed unanimously with voice vote.

### **(9) English Language Arts/English Language Development Subject Matter Committee.**

- The ELA/ELD Subject Matter Committee Vice Chair, Commissioner Philibosian, moved that the Commission approve the SMC request to commence formal distribution of the applications for IMAPs and CRPs on August 15. Commissioner Griffin seconded the motion. All Commissioners voted “aye.”
- Commissioner Philibosian moved to recommend changes in the timeline to reflect the following: change “4/1--10/3” to “8/15--11/1” for the recruiting of review panelists, change “10/3” to “11/1” as the deadline for applications to review; and add 11/27/00 for a special session coinciding with the 11/28-29/00 meeting of the full Commission in order for the SMC to review IMAP/CRP applications. Commissioner Griffin seconded the motion. The discussion included a request by Commissioner Smith that each Commissioner receive a packet of applications that can be passed directly to experts known by each in the field in order to recruit more applicants quickly. The Commission agreed by voice vote.

### **(10) Other Matters**

Chair Astore brought forth information from a prior Commission discussion regarding attendance by publishers during the deliberations for adoptions. She asked Executive Secretary Griffith to report on findings from staff research on a legal precedent set in a 1988 case filed claiming that the State Board had not followed the Administrative Procedures Act which guides agencies and public bodies and includes the Open Meeting Act, during the 1986 reading-language arts adoption. Ms. Griffith reported that the trial court ruled that SBE did not have authority to close meetings under its jurisdiction and would henceforth follow the deliberations for the review of materials for adoptions would follow the Open Meeting Act. What occurred once the ruling was made was an announcement of an “agreement” to honor the time necessary for the panels to deliberate, and to step away for the time needed for the panelists to feel comfortable in deliberations. Time is clearly scheduled in the deliberations agenda for publishers to provide input—during the publisher presentations and question/answer period and during the formal response during deliberations to questions from the review panels.

It is an option for the Commission to consider asking publishers to honor that same parameter while making it very clear that these are open meetings. Commissioner Banker asked that the Commission honor the useful intent of the Open Meeting laws—to shine the light on all that happens so that all can know what is being done and to allow publishers to fully hear what issues are raised that may allow for long-term improvements in programs available to California students. Commissioner Norris stated that meetings need to be unequivocally open in order to avoid the creating situations that may be perceived to be unfair. Commissioner Smith asked that the spirit of the Open Meeting Act be followed—that public’s business is to be done in public.

- Commissioner Banker moved that the Commission support the precedent set and previous legislation that allows the public to have access to all deliberation meetings. Second was offered by Commissioner Smith. The voice vote was “aye” with no negative responses.

### **B. Reports from Commission Liaisons.**

#### California Commission for Teacher Credentialing (CTC).

Commissioner Schwarze requested consideration for a letter to be presented to the CTC as final decisions are forthcoming on the performance standards for teacher preparation. She requested the Commission communicate the highlights of Commission work and the relationship to the CTC work with pre-service of teachers. Discussion by Commissioners included the recognition that the Commission, as an advisory body to the State Board of Education, would need to request a review by the SBE. It was concluded that Commissioner Schwarze may draft a letter for Chair Astore to review and then send it to the Executive Director of the State Board in order to gain approval of the SBE president for the letter to be presented to the CTC.

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Chair Astore reported her work with the task force developing professional standards for the elementary teaching credential. The task force supports the importance of professional competence with standards and the frameworks.

### **C. Individual Commissioner Reports.**

Commissioner Smith offered to facilitate a presentation about standards-based assessment efforts being done by a growing group of school districts with the support of the North West Evaluation Association. The districts involved in the research consortium are working together to better understand how to work with performance data that measures growth of student learning in order to improve results for all students. She offered to confer soon with staff after Chair Astore indicated approval.

### **D. Other Matters/Audience Comment.**

The California Teachers Association representative, Sue Craig, spoke to the Commission on the value of the Commission's work in informing such organizations as CTA about issues related to improving instruction and learning. She applauded the Commission's decision to provide opportunity for the public to listen in on the textbook adoption deliberations and indicated some members of CTA may be among those present as public observers.

Chair Astore thanked the Commissioners for their attendance and determination to attend through the full meeting in order to participate in final actions of the Commission with a quorum existed for all votes. Executive Secretary Griffith thanked all of the CFIR staff for their contributions to the work in support of the Commission agenda. No further comments were offered from the audience. The meeting was adjourned at 2:30 p.m., July 21, 2000.

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For further information about these minutes, please contact the Curriculum Development and Supplemental Materials Commission (CDSMC) at 916-654-3361 or the Curriculum Frameworks and Instructional Resources (CFIR) Division, California Department of Education, 721 Capitol Mall, Sixth Floor, Sacramento, CA, 95814; telephone 916-657-3023; fax 657-5437.

Use the following web site to access up-to-date information about the work of the Curriculum Development and Supplemental Materials Commission and the office of the Curriculum and Instructional Resources Division:  
<http://www.cde.ca.gov/cilbranch/cc>.

Respectfully submitted August 29, with revisions September 11, 2000: Judith L. Brown, Consultant, Curriculum Frameworks and Instructional Resources Division; phone 916-657-5447; fax 916-657-5437; e-mail [jbrown@cde.ca.gov](mailto:jbrown@cde.ca.gov). Ver. 9/22/00

Approved by Curriculum Commission September 21, 2000.